West Virginia Wesleyan College Catalog 1975-1976

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The *West Virginia Wesleyan Catalog* is published annually by West Virginia Wesleyan College, Buckhannon, West Virginia 26201. The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the College. The College reserves the right to make and designate the effective date of changes in curriculum, course offerings, fees, requirements for graduation and other regulations, at any time such changes are considered to be desirable or necessary.

Dear Students,

I welcome you — through this catalog — to a consideration of Wesleyan, or to the Wesleyan campus as a new or a returning student.

West Virginia Wesleyan is strong, both academically and financially. You should know that fact about us, because many private colleges are in deep trouble. We are strong, and we are growing stronger.

We are in the process of change, too. Students on campus know this and are excited about it. We are doing more academically than ever before — and we are determined to do even more to increase our service to our geographical area. We are very career-conscious (over half our students are in career-oriented majors), and yet our liberal arts tradition continues to flourish.

West Virginia Wesleyan, in my judgment, is the focus of a great deal of attention and interest not only in West Virginia, but also throughout the eastern part of our country. People believe that things are happening here, and they are right. I want you to feel and to share in this excitement and change.

Wesleyan has the most beautiful campus in West Virginia. We are fortunate in this way, and it makes a difference. Students will tell you so. For the most part, students will also tell you that we are distinctly "student-conscious." We spend far more time, all of us, trying to be responsive to the student as an individual person. We are small enough, at 1600 students, to do that well.

We are deeply value-oriented and we are proud of it. We encourage students to confront themselves spiritually, ethically, personally, and intellectually. We are all kinds of people from a great many places, but we are brought together at Wesleyan because somehow "community" works here.

You will like it at Wesleyan. We have our faults, of course, but we are working on them. I am fully confident about our future, and I am glad to be a part of that future.

Again, welcome — and let me know if I can be helpful.

All the best,

John D. Rockefeller IV
President

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Wesleyan In Brief

West Virginia Wesleyan College, surrounded by low mountains and green forest land, has one of the most scenic locations in the East. The College, founded in 1890, is located in Buckhannon, West Virginia, a town of approximately 8,000 residents in the western foot-hills of the Appalachian Range, near the geographical center of the state. The campus borders what was once the Buckongehanon River; its acres were a part of the homeland of the Delaware Indians and their Chief, Buckongahelas, who gave the area his name, later shortened to "Buckhannon."

Wesleyan, a private, four-year, co-educational college of the liberal arts and sciences, is fully accredited by the North Central Association of Colleges and Secondary Schools and the University Senate of the United Methodist Church.

1678 full-time students (923 women, 755 men)

22 states and 8 foreign countries represented in the student body

70% of students receive some financial aid

92 full-time professors

Faculty-student ratio: 1 to 15.5

80-acre campus within two hours of major recreation areas for skiing, white-water boating, fishing, caving

$22,000,000 value of land, physical plant and equipment

29 buildings owned by college including the largest chapel in West Virginia and a 4.2 million-dollar physical education and athletic complex with a main arena seating 3,750

105,500 volumes in a carpeted, air-conditioned, climate-controlled library

WVWC-FM Radio on campus with a listening audience extending 65 airline miles from Wesleyan

Supports eleven major sports under the jurisdiction of the West Virginia Intercollegiate Athletic Conference.

West Virginia Wesleyan College constantly strives to find better ways to develop competent and concerned men and women. It is accomplishing its mission within the context of an academic community seeking to be Christian in ways relevant to our times.

"I am absolutely determined that there will be no institution where the students as persons count more and can make a greater difference than here at West Virginia Wesleyan College."

— John D. Rockefeller IV —

West Virginia Wesleyan has all the components of the "real" world: people with ambition and pride; systems to work within and change; problems to study and solve; strengths to define and enlarge; and a set of values that are constantly being tested and reinforced. It is a place of paradoxes and participation.

Wesleyan is a college which, more than most, cares for people. It respects the dignity of persons and views, invites inquiry into the meaning of life as a whole, and exhibits as visitors say "an uncommon friendliness." No one hovers over students, but a sense of real community prevails; people are conscious of each other here — faculty, students, and staff know each other, talk to each other, like each other. The stranger to Wesleyan is often amazed at the warmth of his welcome; friendliness is as much a part of the campus as the statue of John Wesley which marks its center.

Wesleyan: New Directions

Many small private colleges today are faced with gloomy futures caused by declining enrollment and financial problems. Wesleyan isn't one of them. Here there is a sense of confidence — enrollment is increasing, not decreasing. Because it is a private college and not state-supported, Wesleyan will never boast of exorbitant financial resources, but there are enough.

The Wesleyan faculty recently completed a revamping and updating of the academic program allowing students far more flexibility and responsibility in planning their years of learning. The College's programs are now even more responsive to the world's realities. There is more emphasis on internships, work-study programs, off-campus learning, individualized schedules, planned pre-professional and career preparation tracks, and independent study.

The administration has implemented and is pursuing a streamlined management program allowing the College to obtain optimum results from its resources and its people.

A decade of building has come full circle leaving the campus lined with stately Georgian columns and red-brick exteriors which mask 21st century interiors. The campus abounds in modern equipment and facilities. The beauty is still here, however, quiet and authoritative, a "picture-book campus," one of the most distinguished in the state.

West Virginia Wesleyan is a modern-day institution of higher learning constantly pursuing and resolutely achieving newer and greater goals. The College has a valiant heritage, but even more impressive it has an exciting present and a valid future.

Wesleyan: Your College?

What Is Wesleyan?

It is, sir, as I have said, a small college, and yet there are those who love it.

— Daniel Webster —

West Virginia Wesleyan is a private, four-year, co-educational college of the liberal arts and sciences, small enough to assure its students individual recognition and large enough to assure its students a quality education.

Wesleyan marks its beginning from an October afternoon in 1890 when some 2,500 enthusiastic Methodists gathered in the lone building on campus to dedicate the newly-established West Virginia Conference Seminary. The three-story brick seminary building stood alone in a dusty field with no walks, no trees, no furnishings. That year the Seminary graduated five students in its first class.

By 1915, the Seminary had become a four-year college with six college-owned buildings and a graduating class of 108. Seedling oaks planted by an obscure member of the original Board of Trustees were by then 25-year-old trees flanking the campus.

Today, the towering, magnificent oaks are over 80 years old; they are a much-appreciated legacy from those early far-sighted founders and a living symbol of the durability of the institution. Through faltering years of war and depression, the small, local college was sustained by strong men and women and by the loyal students who were attracted to it.

In 1975, West Virginia Wesleyan is a thriving educational facility drawing students from throughout the northeastern United States. The Christian ideals which founded the Seminary have been retained, and continue to harmonize with the educational functions of the college as it exists today.

What Can Wesleyan Do For You?

The College is concerned about you as a person and about the quality of life you will lead in the future. It stresses values of truth, beauty, and goodness in relation to attained knowledge and acquired learning. Wesleyan offers the very best in quality education so that its alumni can lead worthy lives in both their work and their leisure.

The aim of its liberal arts focus is to educate you to educate yourself, to learn *how to learn* throughout your life. No person can amass all the existing knowledge in any area today. A liberal arts approach, however, enables the student to become familiar with broad areas of knowledge and with the dominant themes, principles, and ideas important in our time. There is a concern for broad exposure and basic comprehensiveness at Wesleyan as well as room for self-discovery and self-awareness. The College is not unconcerned about career skills but believes that a sound liberal arts background enhances career goals.

The established objectives of a Wesleyan education include engendering and fostering:

- the ability and disposition to read the English language with understanding and to speak and write with economy and some elegance;
- the ability and disposition to think clearly, objectively, independently, and constructively;
- the ability and disposition to order one's life in such a fashion as to render good health in both body and mind;
- a broad orientation in the liberal arts, with some understanding and appreciation of the content and import of the main fields of learning and of the major problems of human life;
- sufficient concentration in some field, or fields, to constitute adequate preparation for graduate study or immediate entrance into some well-considered vocation;
- an understanding and appreciation of those questions of human commitments and values in the Christian faith;
- the ability and disposition to be a good citizen — to participate in, and to assume leadership in, socially constructive organizations and activities;
- and to develop human sensibilities to their utmost potential in each of the perceptive, expressive, cognitive, and involvement aspects of human nature.

What Learning Environment Does Wesleyan Provide?

Wesleyan's campus facilities are among the most comprehensive and modern in the state. Wesley Chapel, with its soaring steeple, sets the traditional Georgian architectural style which prevails on campus. Other major buildings include the Benedum Campus Community Center, the Department of Nursing — Middleton Hall, and the new Physical Education and Athletic Complex, and Barnhart Memorial Student Health Center. All of these are modern, fully-equipped facilities and are described in greater detail elsewhere in this catalog.

Mention should be made here, however, of the Christopher Hall of Science where course work goes on in quantum physics, molecular biology, biochemistry, and other contemporary areas of science. Visitors always ask to see the building's planetarium and greenhouse facilities. The College's NCR Century 101 medium-size computer, capable of advanced research computations and complex information retrieval and analysis, is housed in Christopher Hall. Students and computer come in contact via a multi-terminal, time-sharing system.

The Lynch-Raine Administration Building, one of the older buildings on campus, boasts newly-installed wall-to-wall carpeting and modern lighting in its classrooms and offices. Haymond Hall, originally the Science Building, has received an outside face-lifting and an inside renovation transforming it into a modern, air-conditioned facility with classrooms, offices, a learning center, a fully-equipped audio-visual aids center, modern home economics laboratory, and a television studio.

Atkinson Auditorium is the Drama Department's laboratory and staging area. The Loar Memorial Building provides studios, classrooms, and practice rooms for the Department of Music.

In all, some twenty-nine buildings are owned and operated by the College, including seven residence halls. The residence halls conform to the Georgian pattern with brick exteriors, archways, and wrought-iron trim.

Perhaps the most important facility is Pfeiffer Library with a new $1,000,000 wrap-around addition completed in 1972. Carpeted, air-conditioned and climate-controlled, the library has 105,500 volumes and 620 periodicals. The library has an attractive 18th century facade; its interior, however, is designed for the future, with planned electronic carrels and wiring for coaxial cable television. Comfortable chairs, open stacks, meeting lounges, microfilm rooms, and study areas, combined with the personalized service offered by the staff, contribute to the library's learning environment.

The College is a member of a four-college consortium composed of Wesleyan and three nearby institutions of similar size. Sharing of facilities, equipment and programs has added immeasurably to the learning opportunities for students in all four colleges. Wesleyan is particularly proud of its leadership role in this mutually beneficial arrangement.

As stressed in the Student Life section, the learning environment at Wesleyan goes beyond the classroom experience to include all areas of campus life, the Buckhannon community, and many additional off-campus experiences and endeavors.

An emphasis on an individualized and flexible curriculum; a high degree of student participation in the decisions of the College through one of the first Community Councils in the country; a wide variety of cultural, social, and athletic events; a highly qualified and dedicated faculty: these are major factors in Wesleyan's highly successful rendering of an atmosphere conducive to learning.

Who Accredits Wesleyan?

West Virginia Wesleyan is fully accredited by the North Central Association of Colleges and Secondary Schools and by the University Senate of The United Methodist Church. The College holds membership in the National Association of Schools of Music and is approved by the West Virginia Department of Education. The College participates in the Interstate Certification Project, whereby thirty-one states now certify teachers graduating from Wesleyan's Department of Education.

Wesleyan is a member of the National Commission on Accrediting, the American Council on Education, the Association of American Colleges, and the American Association of Colleges for Teacher Education.

The College is approved for membership purposes by the American Association of University Women and is a member of the Regional Council for International Education, the Institute of International Education, the Association of Colleges and Universities for International-Intercultural Studies, the Council on Protestant Colleges and Universities, the American College Testing Program, North Central Association Committee on Liberal Arts Education, Association for General and Liberal Studies, American Library Association, State of West Virginia Board of Examiners for Registered Nurses, the National Association of Intercollegiate Athletics, and the National Collegiate Athletic Association.

College Calendar

1975

Summer School — First Term

June	9	Monday	Registration
	10	Tuesday	Classes convene
	11	Wednesday	Last day for schedule changes and late registration
	27	Friday	Last day for withdrawing from classes
	27-29	Fri.-Sun.	Freshman Registration & Orientation for Fall Semester (1st Session)
July	2	Wednesday	Comprehensive Examinations for July & August graduates
	4	Friday	Classes dismissed
	11-12	Fri.-Sat.	Final Examinations

Summer School — Second Term

July	14	Monday	Registration
	15	Tuesday	Classes convene
	16	Wednesday	Last day for schedule changes and late registration Registrar's office
	25-27	Fri.-Sun.	Freshman Registration & Orientation for Fall Semester (2nd Session)
August	1	Friday	Last day for withdrawing from classes
	15-16	Fri.-Sat.	Final Examinations

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First Semester

September	1-3	Mon.-Wed.	Students arrive on campus — registration
	4	Thursday	Classes convene
	10	Wednesday	Last day for schedule changes and late registration
October	4	Saturday	Undergraduate Record Examinations for December graduates
	16	Thursday	Founders' Day
	17	Friday	Incomplete grades from previous semester due in Registrar's office
	18	Saturday	Homecoming — Salem College
	22	Wednesday	

November	1	Saturday	Institutional CLEP Examinations
	21	Friday	Last day for withdrawing from classes
	22	Saturday	Comprehensive Examinations for December graduates, A.M.
	22	Saturday	Fall Break begins
December	1	Monday	Fall Break ends
	15-20	Mon.-Fri.	Final Examinations

1976
Short Term

January	5	Monday	Short Term begins
	30	Friday	Short Term ends

Second Semester

February	3	Tuesday	Registration for new students
	4	Wednesday	Classes convene
	10	Tuesday	Last day for schedule changes and late registration
March	6	Saturday	Undergraduate Record Examinations for May and Summer graduates
	13	Saturday	Institutional CLEP Examinations
	19	Friday	Incomplete grades from first semester and Short Term due in Registrar's office
	24	Wednesday	Mid-term grades due in Registrar's office
April	10	Saturday	Spring Break begins
	20	Tuesday	Spring Break ends
	20	Tuesday	Last day for withdrawing from classes
May	1	Saturday	Comprehensive Examinations for May graduates
	14	Friday	Reading Day — Classes dismissed
	15-20	Sat.-Thu.	Final Examinations
	23	Sunday	Commencement

1975-76

Admission

Wesleyan seeks students with inquiring and creative minds who will profit from a liberal arts program in an atmosphere of freedom with responsibility.

Students are selected by the Office of Admissions on the basis of their ability, interests, academic preparation, character, and promise, as indicated by their own statements on application, as well as by school records, and test results. Since each applicant is considered on his or her own merit, the College invites applicants for admission to supply further evidence to indicate their competence and eagerness to deal with a demanding and exciting program.

Admission of High School Graduates

Persons wishing to be admitted by high school transcript should present the following items to the Director of Admissions:

1) An application for admission on a form furnished by the College.

2) A transcript of high school record showing courses pursued, grades earned, and credits amounting to at least 16 units (earned in grades 9 to 12).

3) A satisfactory health history on a form furnished by the College (provided after acceptance).

4) A *non-refundable* application fee of $15 to accompany the completed application form.

Applicants for admission to West Virginia Wesleyan College should submit scores from the American College Test (ACT); or scores from the College Entrance Examination Board (Scholastic Aptitude Test). Students are strongly urged to submit scores as soon as possible.

Graduates of accredited high schools who do not stand in the upper half of their graduating classes, and graduates of non-accredited high schools, may apply for admission, as above, and may be admitted if they demonstrate on the above tests satisfactory ability and achievement. In such cases, the applicant, if approved, is admitted conditionally (See Conditional Admission).

The College, open without discrimination to qualified students of all races, reserves the right to refuse to admit any applicant, who because of low scholarship is in the judgment of the Committee on Admissions and Academic Standing deemed unlikely to conform to the standards and ideals the College seeks to maintain.

Admission of Transfer Students

Persons transferring from other accredited institutions of collegiate rank may be admitted to advanced standing upon presentation of the following items to the Committee on Admissions and Academic Standing:

1) An application for admission on a form furnished by the College.

2) A certificate of good standing in, and honorable dismissal from, the institution(s) previously attended.

3) An official transcript of credits earned at the institution previously attended, showing entrance credits accepted and results of standard tests administered.

4) A satisfactory health history, on a form furnished by the College.

5) A *non-refundable* application fee of $15.

West Virginia Wesleyan College will accept for transfer credit courses compatible with its academic program. The grades and hours so earned shall count toward graduation.

Credit for courses taken in non-accredited institutions may be held for one academic year pending successful performance (C average) on work taken at Wesleyan. The Committee on Admissions and Academic Standing may require a series of examinations to demonstrate a satisfactory knowledge of such courses.

Admission With Associate of Arts Degree

Students who transfer to Wesleyan with an A.A. degree from a regionally accredited Community or Junior College may be admitted with the degree credited as fulfilling Wesleyan's general education requirements when the total educational background, including high school record, shows compatibility with Wesleyan's general education requirements. Obvious deficiencies in general education requirements must be minimally met.

Students who meet these requirements will not have to complete the general studies requirements expected of Wesleyan freshmen and sophomores, but may proceed directly to courses and prerequisites for the major. West Virginia Wesleyan College does not accept more than sixty-eight semester hours of credit from a junior or community college.

Readmission of Former Students

Former students who were in good standing may be readmitted upon completion of the appropriate forms in the Admissions Office.

Former students who were not in good standing may be readmitted upon completion of the appropriate forms and approval of the Committee on Admissions and Academic Standing. When appropriate, transcripts of credits completed at other institutions of higher learning should be filed with the application for readmission.

Admission On Academic Probation

At the discretion of the Director of Admissions, students may be admitted on academic probation. Those who maintain a satisfactory record — C average or better, and good conduct — will be accorded good standing; and those who fail to maintain a satisfactory record may be requested to terminate their enrollment.

Conditional Admission

At the discretion of the Director of Admissions, students may be admitted with the condition that they limit their academic load and/or participate in the College's reading and study development program. Such action is taken only when it is deemed to be in the best interest of the student concerned.

Advanced Placement By Examination

The College participates in the Advanced Placement Program of the College Entrance Examination Board. Students who have taken and satisfactorily passed college level courses in high school and who have passed the Advanced Placement Examination of the Educational Testing Service at the level of "3" may apply to the College for credit or advanced placement in these subjects. These examinations are administered in the Spring. Applicants must have results sent to the Office of Admissions for verification prior to the Fall semester.

Wesleyan has adopted an extensive program of credit by examination. The Advanced Placement Program as well as the College Level Examination Program (CLEP) are integral parts of this program. For detailed information see the section entitled Academic Program.

NOTE. See section entitled Academic Program for information on:
Credit By Examination
Credit For Professional Education
Credit for Educational Experience In Armed Services

Our Commitment

Wesleyan has traditionally valued the individual and has sought to elevate human life by a vision of the nobility of man in his search for truth, beauty, and justice. It is the whole life of those who join this community that is the interest of the College.

A "whole life" view regards the place of both the curricular and the co-curricular during the college years. It acknowledges that all of one's doing is informed by articulated, relevant values, and that no acquired knowledge can be without import for living.

It respects both individuality and the well-being of the community. It frees the mind from provincialism and it places human life in the context of stewardship for the earth.

It regards all of the sensibilities of a human being — intellectual, affectional, moral, and religious — as significant. And finally, it espouses that life is not merely to be prolonged, but is to be transformed, so that ultimately it has meaning and worth.

The theme of Quality of Life is worked throughout the curriculum as a uniting thread amid the diversity of faculty contributions and the multiplicity of student interests. It means that we strive to "draw out" the possibilities of the human spirit rather than to inculcate diverse knowledge which may or may not be desired.

Portfolio System

The portfolio is a personal profile which is developed at the discretion and initiative of each student. It is, therefore, the student's unique, personal record of achievements while at Wesleyan. It may include traditional academic information, a statement of self-evaluation, letters of recommendation from faculty and staff members, a summary of the student's off-campus learning experiences, a profile of the student's co-curricular interests and activities while a member of the campus community, and some samples of the student's own work.

The Portfolio encourages the student to achieve a balanced life on campus — particularly with regard to athletic, cultural, and social activities. It assists the student in planning his academic program, and it facilitates the student's graduate and/or employment placement.

Academic Program

Off-Campus Experience

Wesleyan believes that students should be encouraged to expand their education beyond the traditional classroom. Each student is required, therefore, to have some off-campus experience. This experience may be a part of the student's basic academic program, or an evaluation of the student's experience or work off-campus may be included in the Portfolio. The off-campus requirement may be met through professional internships in nursing, education, or social welfare; through special courses offered during short term or summer sessions; in study-abroad programs; via career-related summer employment; in prearranged field study; or through a combination of language study and inter-cultural courses.

Academic Advising

Wesleyan takes very seriously its obligation to offer students the information and advice they need in planning their own academic programs. Every new student is assigned a faculty advisor who can help the student identify his major interests and those educational opportunities appropriate for him, and aid him in selecting the best way to pursue those interests and opportunities. Education is properly the responsibility of the learner. The role of the academic advisor is to assist the student in meeting that responsibility.

Plan of Study

General Studies Curriculum

General education, as distinguished from specialized education, deals with the common knowledge, attitudes, skills, and habits essential for effective living as an individual, as a member of one's family, as a worker, and as a citizen. The general education program of the College is designed to help the student to understand the world in which he lives, to share in his cultural heritage, to become acquainted with and concerned about the major problems of mankind, to develop and practice a Christian philosophy of life — in brief, to become a perceptive and sensitive person and an efficient and constructive member of society.

The curriculum is intended to provide a common core of courses for all students, greater flexibility in permitting the student to exempt certain requirements and elect options in relation to his own educational goals, an opportunity for the student to begin his specialized field in his freshman year and to continue general courses through his four years as he increasingly specializes.

Wesleyan is offering the student a choice among three general studies programs:

Option One: The *standard* general studies courses leading to a major in a department.

Freshman Composition		3 sem. hours
Speech 1		2 sem. hours
Humanities 1 & 2		8 sem. hours
Humanities elective		2-3 sem. hours
Bible & Religion		3 sem. hours
Philosophy		3 sem. hours
Natural Sciences & Mathematics		
Biology 1 & 2	(6)	
Biology 3 & 4	(8)	
Chemistry 1 & 2	(8)	
Chemistry 3 & 4	(8)	
Mathematics 6 & 7	(8)	6-8 sem. hours
Physical Science 1 & 2	(6)	(one sequence)
Physical Science 3 & 4	(6)	
Physical Science 5 & 6	(8)	
Physical Science 7 & 8	(6)	
Physical Science 10 & 13	(6)	

Social Science 1	4 sem. hours
Social Science, any two courses from the following disciplines:	
Economics	
Government	
History	
Psychology	6 sem. hours
Sociology & Anthropology	
[1]General Physical Education	2-4 sem. hours
Personal Life Styles	2 sem. hours
[2]Off-Campus Experience	
Minimum hours required:	40 sem. hours

Option Two: Beginning in September 1975, specially selected general studies courses leading to inter-departmental majors for *pre-professional* courses in areas such as law, theology, and medicine.

Option Three: A *student-designed* general studies program, coordinated with a contract major which is to conform to the principles of General Studies, as advised by the college, without requiring specific courses.

[1]Four hours of physical education required, two of which must be activity courses for credit. The remaining two hours may be completed through Portfolio activities.
[2]Minimum of six hours credit as defined in Portfolio Handbook available from faculty advisors. One or more of those hours may count toward the 128 hours required for graduation. And, in some cases, as fulfillment of general education requirements when approved by Advisor and Curriculum Committee.

Majors Offered

The College offers majors in the following fields. Specific course requirements may be found in the section of the Bulletin entitled Instructional Offerings.

Departmental Majors:

Art
Bible and Religion
Biology
Business Administration
Chemistry
Christian Education
Economics
Education
Engineering Physics
English
French
Government
Health and Physical Education
Health Physics Technology
History
Home Economics
Library Science
Mathematics
Music
Nursing
Philosophy
Physics
Psychology
Sociology and Anthropology
Speech and Dramatic Arts

Inter-Departmental Majors:

American Studies
International Studies
Philosophy and Religion
Social Science

Under Option 1 of the General Studies Requirements, a student has the option of declaring a double major or a major and a minor. In the case of a double major a student must declare a first major. He will be required to take the URE and satisfy a comprehensive experience only in the first major.

Contract or Individualized Major:

During the current academic year, if a student chooses Option 3 under general studies, he may select a committee of three faculty members from a list of approved faculty advisors and with the assistance of the committee may structure a major tailored to his interests. The major must be approved by the Curriculum Committee.

Professional Programs

Dietitians — Four-Year Course

The College offers a four-year course for dietitians which meets the requirements of the American Dietetics Association for dietetic internship applications. The interested student should check with the Chairman of the Department of Home Economics who will aid the student in planning a complete four-year course of study.

Librarians — Four-Year Course

West Virginia Wesleyan prepares students to qualify as librarians in public schools and in public libraries. The interested student should consult the Chairman of the Department of Library Science who will aid the student in planning a four-year course of study.

Ministers — Pre-Seminary Studies

The College offers a four-year pre-professional course for ministers. The pre-ministerial student planning to enter seminary should arrange his college studies to provide him with a broad cultural and intellectual foundation. The American Association of Theological Schools in the United States and Canada suggests that 30 semester courses, or approximately three-fourths of the student's college work, be taken in the following specified areas: 1) English and Speech, including composition, literature, basic speech and related courses — six semesters; 2) History, including ancient, modern European, and American — three semesters; 3) Philosophy — three semesters; 4) Natural Sciences, preferably physics, chemistry, or biology — two semesters; 5) Social Sciences — seven semesters; 6) Foreign Language — four semesters; and 7) Bible and Religion — three semesters.

The most desirable areas of concentration for the pre-ministerial student are English, Philosophy, History and Bible and Religion. If the student chooses his major outside the Department of Bible and Religion, he is required to have a second advisor from the Department of Bible and Religion who will help him plan his course of study, and who will provide him with a copy of the *Statement on Pre-Seminary Studies* published by The American Association of Theological Schools.

Nurses — Four-Year Course

West Virginia Wesleyan's Department of Nursing is accredited by The National League for Nursing (Department of Baccalaureate and Higher Degree Programs) and also meets the guidelines for accreditation by the West Virginia Board of Examiners for Registered Nurses.

The baccalaureate nursing program is designed for individuals who desire to obtain the basic preparation needed for a professional career in any of the various settings where contemporary nursing is practical.

Nursing students pursue their program in Middleton Hall, a new and completely modern building, designed to house the Department of Nursing and to provide all necessary facilities for an accredited program in nursing.

The program may be completed in four academic years and one summer session. This preparation enables graduates to function as staff nurses in all fields of nursing and in nursing leadership. It also lays the foundation for continued personal-professional development, supervision, administration, and for graduate study. Upon successful completion of degree requirements, the graduate will be eligible to write a qualifying examination for state licensure.

The nursing program combines classroom lectures, laboratory work, and clinical experience in nursing with basic courses in liberal arts to offer students a well-rounded background. The nursing portion of the curriculum includes both theory and practical experience in all clinical areas of nursing. Students must maintain a grade point average of "C" in all nursing and supportive courses, and in all clinical work. Following the satisfactory completion of the required courses of study, students receive a Bachelor of Science Degree with a major in nursing. Freshman students who declare that they are nursing majors must make application to the Department of Nursing by April 15 of their freshman year for admission to the nursing program, clinical phase.

Social Workers — Sequence Program

The Sociology and Anthropology Department maintains a list of courses which constitute the approved Social Welfare Sequence. Students interested in social welfare as a possible vocation are strongly urged to follow this Sequence. Upon completion of the Sequence with a 2.50 average in the prescribed courses and a 2.30 overall academic average, the student may request the following special imprint on the final grade transcript: "Successful completion — Social Welfare Sequence." According to the Council on Social Work Education, this imprint should assist the student in gaining employment in the social welfare field.

Students are required to complete the General Studies Requirements of the college, as well as the courses designated in the Sequence. Interested students should consult an advisor in the Department of Sociology and Anthropology who can provide them with an up-to-date listing of the Social Welfare Sequence courses.

Teacher Education Program

The West Virginia Wesleyan Teacher Education program includes a variety of areas of specialization for those interested in becoming teachers. Among these are Early Childhood, Special Education, Elementary, and Secondary specializations.

The Early Childhood program prepares college students to teach at the nursery through primary levels. Ample opportunity is provided for practical experience with very young children. An Early Childhood Development Center owned by the College brings college students in the program into frequent and in-depth contact with the early childhood students.

The Special Education Program prepares college students to teach in the area of Mental Retardation at the elementary grade levels only.

The Elementary program prepares college students to teach in the elementary schools. Subject specializations are provided for elementary education students, in addition to the general teacher education preparation, in one of the following fields: Art, French, Home Economics, Language Arts, Mathematics, Music, Health and Physical Education, Library Science, Science, Social Studies, and Speech.

The Secondary program prepares college students to teach in the secondary schools in a wide variety of fields. Each student may prepare himself to teach in two of the following fields: Art, Business Principles, Secretarial Studies, Foreign Language, English, Library Science, Mathematics, Physical Education, Biology, Chemistry, Physics, or Speech; or a student may elect to prepare himself in only one comprehensive field in: Business Education, Language Arts, Mathematics, Music, Science, or Social Studies.

Students may also become Teaching Specialists who are prepared to teach on both the elementary and secondary levels in the following fields: Art, Music, Foreign Language, and Physical Education.

The beginning college student interested in becoming a teacher takes background courses during his first two years, and takes his first professional education course at the sophomore level.

The professional education sequence includes study and application of understanding in the history of education, philosophy of education, social foundations of education, human growth and development, educational psychology, learning theories, school curriculum, audio-visual media, tests and measurement, general principles and methods involved in teaching, and specific methods of teaching in the student's field of specialization. There is an increasing emphasis on an early involvement with children through tutoring and observation, plus numerous and varied practical experiences.

In the Wesleyan program the student is assigned in his senior year, after seven weeks of theory in the "Student Teaching Block," to a cooperating teacher in one of several counties in West Virginia. Under the supervision of college personnel, the student teacher observes the master teacher's methods, grades papers, actually teaches most or all of a normal teaching load, and in general assumes the duties and responsibilities of a classroom teacher during a seven-week period of student teaching.

Students should check under Instructional Offerings, Department of Education, in this catalog, for specialization teaching program requirements. The student must become thoroughly familiar with the

requirements for his chosen teaching specialization. The student is also responsible for maintaining close contact with an advisor in the Department of Education who will aid him in planning his four-year program.

Master of Arts in Teaching Program

College graduates holding initial teacher certification may earn a master's degree and permanent certification as elementary or secondary teachers in the fields of Art, Biology, Business Administration, Chemistry, English, Home Economics, Mathematics, Music, Physical Education, Physical Science, Social Studies or Speech and Dramatic Arts. The course of study and graduation requirements are detailed under instructional offerings, Department of Education.

Combination Degree Programs

(Institutional Affiliations)

Engineers — A "Three-Two" Course

(Leading to Bachelor of Science and Bachelor of Science in Engineering Degrees)

West Virginia Wesleyan and the University of Pennsylvania, in Philadelphia, offer cooperatively a five-year curriculum in liberal arts and engineering. The student who elects to pursue this curriculum will devote the first three years in residence at West Virginia Wesleyan in a carefully planned program of study in the liberal arts and sciences which are basic to engineering. The last two years are spent in residence at the University of Pennsylvania completing the program in his chosen field of engineering.

Upon satisfactory completion of the fourth year of the program, the student is eligible to receive his Bachelor of Science degree from Wesleyan, and upon satisfactory completion of the fifth year, he is awarded a Bachelor of Science degree in his chosen field from the University of Pennsylvania.

Engineering options available at the University of Pennsylvania include:

Chemical and Biochemical; Civil and Urban; Mechanical and Applied Science; Metallurgy and Applied Science; Bioengineering; Computer and Information Science; Electrical; and Systems.

Wesleyan also offers a similar arrangement in cooperation with the University of Pittsburgh. For further information on either program, contact the Chairman of the Department of Mathematics.

Foresters — A "Three-Two and One-Half" Course

(Leading to Bachelor of Science and Master of Forestry Degrees)

West Virginia Wesleyan and the Duke University School of Forestry offer cooperatively an eleven semester curriculum in Liberal Arts and Forestry. The student who elects to pursue this curriculum will devote the first three years in residence at Wesleyan to a carefully planned program of studies in the liberal arts and the sciences basic to Forestry, and the last two and one-half years in residence at the Duke University School of Forestry where he will pursue a professional curriculum of his choice in Forestry.

Upon satisfactory completion of the fourth year of this coordinated course of study, the student is awarded the Bachelor of Science degree by West Virginia Wesleyan. Upon satisfactory completion of three additional semesters, the student is awarded the professional degree of Master of Forestry by the Duke University School of Forestry.

Options available in Forestry include Forest Resource Management and Forest Science.

Medical Technologists — A "Three-One" Course

West Virginia Wesleyan will grant a B.A. or B.S. degree, depending on college major, following successful completion of three years at the College, including all degree requirements, and a fourth year at a licensed school of Medical Technology. The College cannot guarantee placement in Medical Technology Schools. The three-year program at Wesleyan must include:

1) Chemistry. A minimum of 16 semester hours is required. This must include one full academic year (two semesters) of a general college chemistry course,

including lecture and laboratory, which may include qualitative analysis. The other courses to complete the requirements may be selected from qualitative chemistry, quantitative chemistry, organic chemistry, biochemistry, or other chemistry courses having prerequisites of one full year of general chemistry. It is strongly recommended that at least one semester of quantitative analytical chemistry be taken.

2) Biological Science. A minimum of 16 semester hours is required. The courses to meet this requirement may be selected from the following: general biology, zoology, botany, physiology, comparative anatomy, bacteriology, parasitology, histology-histologic technique, genetics, or other courses having as a prerequisite one full academic year of work in any of the preceding biological subjects. It is strongly recommended that at least one semester of a basic bacteriology course, including lecture and laboratory, be taken.

3) Mathematics. A minimum of one semester of college mathematics is required.

4) Electives sufficient to give a total of 96 semester hours of college credit. It is strongly recommended that a course in physics be included.

Further information may be obtained in the Office of the Vice President for Academic Affairs.

Study Abroad

The College is a member of the Association of Colleges and Universities for International Intercultural Study (ACUIIS). This organization sponsors undergraduate study abroad programs arranged and administered by the staff of the organizations. Teachers and resource persons are drawn from many countries and cultures. Although students are encouraged to acquire a basic competence in a foreign language, there is no language prerequisite for the program. All courses are taught in English.

ACUIIS sponsors an annual summer in Gratz, Austria, in European area studies and in music, and summer study-travel for faculty and student groups. The summer program at Gratz is seven weeks long and offers six to nine hours of academic credit. Since Gratz is a natural bridge between East and West, the Center has developed a curriculum which takes advantage of its geographical location. The courses are structured around "blocks" of significantly related material: Balkan Area Studies, Russian and Soviet Studies, Eastern and Central European Studies and a Summer Music Academy. The Music Academy offers three interest areas: Instrumental, Keyboard, or Vocal, with all students receiving both class and individual instruction.

A study year abroad is usually pursued during the student's junior year.

Wesleyan students may also participate in Experiment in International Living programs offered on a semester basis and during the summers. There are programs in Europe, Latin America, Africa, and Asia involving an orientation session in each instance, intensive language instruction (prior knowledge of the language is usually not required), a home-stay with a four-week seminar in contemporary culture, and a period of independent study and travel. From nine to fifteen hours of credit are awarded.

The Institute of European Studies offers summer, semester, and full-year programs abroad. The Institute offers a wide variety of liberal arts courses in seven European centers: Durham, Freiburg, London, Madrid, Nantes, Paris and Vienna. Most centers allow the student to enroll either for a semester or the full academic year. In addition, there are summer sessions which allow for language study.

Wesleyan also cooperates with other universities with study abroad programs, including the University of Evansville which sponsors an exchange program in England at its Harlaxton Manor Study Centre. Students from Wesleyan can attend and obtain one year of academic credit to be transferred to Wesleyan. In addition to classes, Harlaxton students are taken on field trips to places of historical and cultural importance in England.

Other programs abroad are available on a summer, semester or academic year basis. Wesleyan faculty often schedule study abroad courses during the Short Term session in January. By successfully completing academic study sponsored by an approved group either within or outside the Wesleyan community, a student may be assured of receiving full credit for his work abroad. In recent years, Wesleyan students have participated in programs in Colombia, England, France, Germany, Mexico, Israel, Switzerland, Austria, Japan, and Spain.

Usually a 2.00 cumulative average is required in order to gain admittance to study abroad programs. Most scholarships are transferable to the foreign study programs, and Wesleyan's Financial Aid office will assist students who wish to apply for deferred payment plans, special low-interest loans, and scholarships. The Study Abroad Advisor assists students in the choice of programs and in the application procedure.

How To Graduate

Requirements for Graduation

In order to qualify for a degree, all students must:

1) Earn a minimum of 128 semester hours of credit;
2) Complete Option 1 (including a major and minor field), Option 2, or Option 3 under General Studies Requirements;
3) Take the Undergraduate Record Examination in a major field or as designated by an individualized program;
4) Complete a comprehensive experience requirement;
5) Achieve a C average (2.00 Grade Point Average) in all college work attempted, in all college work attempted at Wesleyan, and in each major, minor, and individualized field of study.

Degrees Awarded

West Virginia Wesleyan College confers five academic degrees: **Bachelor of Arts** (upon graduates majoring in American Studies, Art, Bible and Religion, Chemistry, Christian Education, Economics, Education, English, French, Government, History, International Studies, Music, Philosophy, Physics, Psychology, Social Sciences, Sociology and Anthropology, or Speech and Dramatic Arts); **Bachelor of Music Education** (Music); **Bachelor of Science** (upon graduates majoring in Biology, Business Administration, Chemistry, Engineering Physics, Health and Physical Education, Health Physics Technology, Home Economics, Library Science, Mathematics, Nursing or Physical Science); **Master of Arts** in Teaching; and an **Associate of Arts** in Secretarial Science (two-year) and in Computer Science.

For those students pursuing individualized programs, the appropriate degree (from those listed above) will be ascertained according to the content of the student's program.

Degrees With Distinction

Students who earn at least 92 hours at West Virginia Wesleyan and who complete all degree requirements with a scholarship quotient of 3.50 to 3.74 on both total record and credits earned at Wesleyan will be graduated *cum laude;* those who complete all such requirements with a scholarship quotient of 3.75 to 3.94 on both total record and credits earned at Wesleyan will be graduated *magna cum laude;* and those who complete all such requirements with a scholarship quotient of 3.95 will be graduated *summa cum laude* — provided that the scholarship quotient in each instance shall be, in the judgment of the Committee on Admissions and Academic Standing, corroborated by scores on the Undergraduate Record Examination.

Accelerated Program

The College affords students an opportunity to complete their studies in a shorter time by offering two fourteen-week semesters, a short term, and two five-week summer terms annually. This makes it possible for a student to earn from 44 to 48 semester hours of credit per year, and to complete a degree course in three years or less.

The accelerated program is equivalent in every respect to the regular four-year program. Under this program an exceptionally capable student may increase his semester load by one or two semester hours beyond the normal study load. (See Student Load.)

Academic Residency

In order to qualify for a degree, a student must earn in residence at least thirty-two semester hours of credit and at least twice as many quality points as semester hours.

The residence requirements must be met during the student's *last* thirty-two weeks in college prior to the awarding of his degree, unless waived for extraordinary reasons by the Committee on Admissions and Academic Standing.

Semester Hours

In order to qualify for a degree, a student must earn a minimum of 128 semester hours of credit. A semester is a fourteen-week term. In general, a course meeting one hour per week for one semester carries a credit of one semester hour; a course meeting two hours per week for one semester, two semester hours, etc.

Necessary Examinations

Comprehensive: A written or performance Comprehensive Examination or other method providing proper final academic evaluation of the student is obligatory in his major area of study. The results of such evaluations must be recorded on the permanent record for all students.

Undergraduate Record: In order to qualify for a degree, a student must take the Undergraduate Record Examination (area tests and field test, if available, in major field). (See Testing Service in the Student Life section.)

Application for Degree

At least twelve months prior to anticipated completion of degree requirements, each candidate for a degree is required to file at the Office of the Registrar an application for a degree. This makes it possible to check requirements still to be met while there is still time to meet them. A charge of $5 is made for failure to comply with this regulation. Such failure may also result in postponement of graduation. This charge applies, also, to a revised application filed less than eight months prior to anticipated completion of degree requirements.

Contract Studies

The learning contract is a means of individualized instruction whereby the student enters into a written agreement with one or more faculty members to achieve specific educational objectives for academic credit. The contract objectives may be limited as those achieved in a single course or they may be extensive as those achieved in a semester or more. The student

and faculty member agree on the ways the student will achieve his or her objectives, which may include attending classes, independent study, curriculum related employment, travel, field experience, internships, or any other activities realistically designed to bring the student desired results. The student and the faculty member also agree on the means of evaluating the student's accomplishments and determining a grade. The student may use the learning contract to gain knowledge and skill in an area or career field not covered by the regular curriculum of the College.

Cooperative Education

The Cooperative Education program incorporates actual work experiences into the college curriculum. There are two programs for cooperative experiences. The first provides for alternating semesters of full-time classroom study and full-time cooperative employment in a curriculum-related position. The second offers students the possibility of a part-time curriculum-related experience while attending college either full or part time. Cooperative education adds practicality to classroom education.

To join the WVWC Co-op program, a student should have completed the first half of the sophomore year; however, there may be exceptions. Application should be made during the freshman year or early in the sophomore year. Applications are obtained from the Registrar. Community college transfers should request an interview with the Registrar when they apply for admission to WVWC. Cooperative work experiences are analyzed and awarded credit by means of the learning contract.

To write a learning contract the student must follow these regulations:

1) Consult with an appropriate faculty member to see if a learning contract is possible.
2) Obtain the learning contract from the faculty member who will be the project supervisor and complete the contract form with that person. The contract must be approved by the Department Chairperson or Division Chairperson involved.
3) The learning contract must then be sent to the Academic Dean for his approval.
4) The contract must be made prior to registration to be part of the student's registration for that term. The student must register in order to receive credit.
5) The learning contract is separate from any employment application or work agreement.
6) If the cooperative student terminates his employment early, he jeopardizes his learning contract; his project supervisor, together with the Dean, will rule on the status of the contract in that case.
7) The copies of the contract are used as follows:
   a) one copy to the project supervisor;
   b) one copy to the student;
   c) one copy to the Registrar's Office; and,
   d) one copy to the employer.
8) There is a limit of 32 semester hours credit on contract studies.
9) The student must be a second semester sophomore in good academic standing.

Academic Regulations

Registration

When to register

All students must register at the beginning of each semester or summer term in accordance with the dates designated in the college calendar.

Students in residence during any semester or summer term preregister for the ensuing semester and/or summer term on dates designated. It is highly essential that preregistration be completed in order that provision may be made for class sectioning, textbooks and laboratory materials. A charge of $5 is made for failure to preregister on dates designated.

Changes in registration

Course changes can be made only with the approval of the Registrar. In order to minimize changes, the student should consult his advisor and, if necessary, his Divisional Chairman before registering.

No changes in registration, involving addition of new courses, may be made after the fifth day of classes in any semester, or after the first two days of classes in any summer term (of five weeks). (See Withdrawal from Courses in this section.)

Late registration

Except in cases of unavoidable delay, late registration is strongly discouraged. Students who enroll late will be required to reduce the number of hours for which they register, unless excused by the Committee on Admissions and Academic Standing.

Honor Code

The academic community of West Virginia Wesleyan College operates entirely within the scope of an honor system. This system was instituted initially in the academic area but is maintained as an instrument to establish the concepts of honor and integrity in all phases of the individual's life. The college believes that these qualities are essential for coping with the problems of everyday life.

The honor system is set forth in an Honor Code. This code is enforced by all members of the campus community and is regulated by a student-faculty judicial board. All new students enrolling at Wesleyan are given a special orientation to the system, after which each student is expected to support the Honor Code.

Classification

When a student has met all entrance requirements, and has completed his registration, he becomes a freshman; when he has earned 32 semester hours of credit and 64 quality points, he becomes a sophomore; when he has earned 64 semester hours of credit and 128 quality points, he becomes a junior; and when he has earned 96 semester hours of credit and 192 quality points, he becomes a senior.

Scholarship Quotient

The term "scholarship quotient" is used to indicate the ratio of the total of quality points earned by a student to the total of semester hours for which he has registered, excepting (1) courses from which he has withdrawn passing; (2) courses in process, and (3) courses in which a grade of "Pass" was earned.

Student Load

The normal student load is fourteen to fifteen credit hours per semester, and six hours per summer term. Students who are working part time, or who are failing to maintain a satisfactory scholastic record, are advised to carry a lighter load. The Committee on Admissions and Academic Standing may require the academically weak student to lighten his load. No student may register for more than fifteen credit hours in any one semester, or more than six in any one summer term, without adequate grade point average and special permission of the Vice-President for Academic Affairs.

Dean's List

Superior scholarship is encouraged and recognized by the publication at the end of each semester of the Dean's List, which is constituted of students who

have achieved a scholarship quotient of 3.35 or above for the semester, while carrying a load of at least 12 semester hours.

For purposes of qualifying for the Dean's List, a summer session will be treated as a semester. Students appearing on the Dean's List at least five times during their college work are awarded the Wesleyan Key for Scholarship.

Grades and Quality Points

Students must maintain at least a C average, that is a scholarship quotient of at least 2.00, in courses undertaken at West Virginia Wesleyan College, on total record, and in the major and minor fields.

GRADES AND QUALITY POINTS

Grades	*Explanation*	*Quality Points*
A	Excellent	4
B	Good	3
C	Average	2
P	Pass	0
D	Poor	1
F	Failure	0
I	Incomplete	0
W	Withdrew	0
FIW	Irregular Withdrawal	0

If a student who has been making a passing grade cannot complete his work in a course because of illness or other sufficient reason, an I (incomplete) is entered temporarily on his record. A course recorded as incomplete must be completed within the first six weeks of the next semester, except when an extension of time is granted by the Committee on Admissions and Academic Standing. Otherwise, the I automatically becomes an F. For purposes of making up an I, the summer session is considered as a semester.

Pass-Fail Courses

A junior or senior student may choose to take one elective course each semester to be marked on a Pass/Fail basis with the approval of the instructor and faculty advisor. The student may not use this option for courses which are required for general studies or for his major or minor. The Pass or Fail will be entered on the student's permanent record, and, except for courses marked Fail, will fulfill hour requirements. The grade will not affect the Grade Point Average (GPA).

Attendance Requirements

Each student is responsible for attending classes, laboratory sessions and convocations. Missing any class or laboratory session, or substantial portion thereof, constitutes an absence. Missing sessions because of late registration constitutes absences. Each faculty member, within the framework of these regulations, is responsible for handling problems of attendance.

A student who, in the judgment of the Committee on Admissions and Academic Standing, has been grossly negligent in class attendance shall be subject to disciplinary action.

The Dean of Students periodically reports to the faculty those students missing classes due to illness, personal emergencies, or when on official college business.

Withdrawal from Courses

A student will be permitted to withdraw from a course only during the period specified in the academic calendar, and only when the circumstances fully justify this procedure. In order to withdraw from a course, a student must obtain the written permission of the instructor involved, the Chairman of the Department, the student's faculty advisor, and the Registrar.

If the student is granted permission to withdraw, W (withdrew) is entered on his record. If a student discontinues a course after the specified date for withdrawal and/or without permission of the Vice President for Academic Affairs, FIW (Failure, Irregular Withdrawal) is entered on his record.

Courses Repeated

A course in which the final grade is D or F may be repeated with the permission of the Registrar. When a

course is repeated, with permission, both the first grade received and the grade in the repeated course, with their related hours and quality points, shall remain a part of the permanent record. The first grade received will be ignored when computing the student's grade point average. For students in teacher education, state regulations limit the application of this policy to courses in which a D or F was earned during the first 60 semester hours of college work.

Academic Warning

A student who fails during any semester to maintain on total record a scholarship quotient of 2.00 or above, or fails to make passing grades (A, B, C, or D) in at least three-fourths of the hours for which he was registered, will be placed on the Warned List for the next semester in which he is in attendance, and notice thereof will be given to the student, his parents and all members of the faculty and administration of the College.

While a student is on the Warned List, he is ineligible to receive any grant-in-aid, workship, or scholarship.

Academic Probation

A freshman who fails during any semester to maintain on total record a scholarship quotient of 1.70, or above, will be placed on academic probation. A sophomore who fails during any semester to maintain a scholarship quotient of 1.80, or above, will be placed on academic probation. A junior who fails during any semester to maintain a scholarship quotient of 1.90, or above, will be placed on academic probation. A senior who fails during any semester to maintain a scholarship quotient of 2.00, or above, will be placed on academic probation. All such students must remain on academic probation until they have attained the scholarship quotient on total record required by their classification.

A student on academic probation who fails during one semester of probation to attain the scholar-

ship quotient indicated above may be discontinued because of poor scholarship.

For participation in musical organizations and dramatic productions, which are considered to be co-curricular and do not carry credit, the following average scholarship quotients must be maintained: 1.80 by the end of the second semester; 1.90 by the end of the fourth semester; 2.00 by the end of the sixth semester. In the case of departmental organizations, standards for participation are set by the organizations themselves. For participation in intercollegiate athletics, a student must meet the eligibility requirements of the West Virginia Intercollegiate Athletic Conference.

Suspension and Withdrawal

Students who incur an excessively large number of absences from any course(s), or who are otherwise grossly negligent of their studies, may be suspended from the course(s) involved, or from all courses, by the Committee on Admissions and Academic Standing, or may be permanently discontinued by said Committee. Students so suspended, or discontinued, shall have F entered on their permanent records for the courses involved.

West Virginia Wesleyan College reserves the right to require any student to withdraw, if his scholarship proves unsatisfactory, or if his presence jeopardizes in any way the ideals and standards the College seeks to maintain.

Credit by Examination

The College makes available to students an extensive program of credit by examination. Students must be enrolled at Wesleyan and be degree candidates to take advantage of credit by examination opportunities.

Students who take the College Entrance Examination Board subject examination(s) and achieve a score of three or higher may be granted credit in the appropriate course(s) upon enrollment at Wesleyan.

The College participates fully in the College Level Examination Program. Students who have taken the CLEP general education examination may be granted up to 30 semester hours of credit, or any portion thereof, where a minimum score of the 40th percentile has been achieved.

Approximately thirty-one CLEP subject examinations are available in courses of a general college nature. Credit may be granted in these courses when the student achieves the recommended score for awarding credit, as published by CLEP.

Students desiring to establish credit by examination in courses which are not available through CLEP may do so by taking institutionally prepared tests and receiving a passing grade as determined by the faculty.

Fees for all credit by examination are $20 for each examination (fees are not refundable). Duplicate credit by examination and/or regularly earned college credit will not be granted.

Students of exceptional ability or any students who have had extensive high school preparation in a given area are encouraged to take advantage of credit by examination. Interested persons should consult the Director of Testing and Institutional Research.

Credit for Professional Education

A student who has completed at West Virginia Wesleyan three years of a "three-two" curriculum in engineering or forestry, as outlined in this Catalog, may substitute successful completion of the fourth year of such a program for the additional number of credits required for a degree.

A student who has completed a minimum of 96 semester hours may, with the prior permission of the Committee on Admissions and Academic Standing, enter an accredited professional school, and transfer back to West Virginia Wesleyan enough credits in subjects approved by the Committee to complete the total number of credits required for a degree — provided the student has met fully all other degree requirements.

A student who has completed a minimum of 96 semester hours may, with the prior permission of the Committee on Admissions and Academic Standing, substitute successful completion of two and one-half years of training in an approved school of nursing for the additional number of credits required for a degree — provided the student has met fully all other degree requirements.

A student who has completed a minimum of 96 semester hours may, with the prior permission of the Committee on Admissions and Academic Standing, substitute successful completion of not less than one year of training in an approved school for medical technologists for the additional number of credits required for a degree — provided the student has met fully all other degree requirements.

The College is affiliated with the Merrill-Palmer Institute of Human Development and Family Life, a private institution with a program centering on human development and human relations. Students may take courses at the Institute for which Wesleyan grants credit. Along with attendance in classes, students observe and participate in situations involving an individual and his relationships to his family and his community. The Institute's emphasis on the "total" person — from conception to old age — gives students a unique opportunity to supplement their college studies.

Credit for Educational Experience in Armed Services

The College may grant appropriate credit, as recommended in *A Guide to the Evaluation of Educational Experiences in the Armed Services, 1968*, and as modified or superseded by later recommendations of the Commission on Accreditation of Service Experiences of the American Council on Education, to students who either submit satisfactory documentary evidence, or demonstrate on such tests as the College may prescribe, that they have achieved, through educational experience in the armed services, a satisfactory degree of mastery of any subject for which the College regularly gives credit.

In granting credit under these regulations, no duplication of credit will be allowed, and no fractional credits will be allowed.

Credit in physical education may be allowed for educational experience in the armed services only when the applicant has completed twelve continuous months of active military service.

Credit for educational experience gained in the armed services will be recorded only for persons who are currently enrolled as students in the College.

Interested persons should consult the Registrar.

Grade Reports

At the middle and end of each semester, and at the end of each summer term, the College sends a report of each student's grades to his home address.

Auditing

A person desiring to audit a course must obtain permission from the Vice-President for Academic Affairs, register as an auditor, and pay the auditor's instructional charge for the course. (See Auditors in Expenses and Financial Aid section.) A full-time student may audit a course without having to pay the audit fee if the audited course does not create an overload.

Auditors take no examinations, submit no written work, do no laboratory work, and receive no credit for courses audited.

WEST VIRGINIA
WESLEYAN

Student Life

Freedom with responsibility is an important aspect of life at Wesleyan. Both student and professor relish and guard zealously their freedom to function creatively and effectively within the college community.

The College considers experiences in group living, co-curricular activities, and campus governance as significant elements of a liberal arts education. A number of states and several foreign countries are represented in the student body and the faculty and staff. The merging of this diversity produces a dynamic, lively and interesting community of people. The College is committed to a strong academic program and the molding of the individual into a learned, responsive, sensitive, rounded personality. Happenings outside the four walls of the classroom are extremely important to the student's growth and development as a person. Co-existence with a diversity of people, acceptance of responsibility for one's own actions, participation in group endeavors, exercise of one's leadership capabilities and abilities to organize and govern — these broadening experiences occur in the residence halls or through participation in co-curricular activities.

Wesleyan's campus is designed to offer resources in five overlapping areas: educational, cultural, religious, social and recreational.

The Campus Center

The Benedum Campus Community Center offers physical facilities for swimming, bowling, billiards, ping-pong, music listening, reading, TV viewing, conversation-over-coffee, a quick lunch with friends, and lively bull sessions. It is a place of recreation and relaxation — and work. The campus newspaper and yearbooks staffs work out of offices in the Center. Students help staff the campus radio station, also located in the Center, which broadcasts to regular listeners throughout West Virginia and neighboring states. The student-operated Campus Center Program Board plans dances, lectures, film series, exhibits, concerts and entertainment. Students this past year contracted with and brought to campus such performers as Brian Carney, Charlie Byrd, Livingston Taylor, Buddy Rich, Harry Chapin, Mathew and Peter, comedian Ron Douglas, the Dawson Boys and John Hartford. Performing groups ranged from the

Adelaide Woodwind Quintet to Catamirape jazz, from the National Players' presentation of "The Birds," to a gypsy dance, a hypnotist, and the "White Roots of Peace" Indian group. Current movies are scheduled on a weekly basis and Wednesdays are reserved for cultural films and programs.

The Health and Physical Education Complex

Students arriving on campus in the fall of 1975 will be greeted with a completed 4.2 million-dollar Health and Physical Education Complex. Its classic Georgian lines coordinate with the architecture of the other buildings on campus; its eastern wing is joined to the Campus Center, enabling students to move freely between the two facilities. An intercollegiate basketball court seating 3,750, two intramural practice courts, four handball courts, an indoor tennis court, a volleyball court, golf and wrestling practice areas, a women's gymnasium, sauna baths, a dance studio, gymnastics and weight rooms, and a portable stage — all are available to contribute to the physical well-being of the Wesleyan student. Outdoor recreational activities, including cycling, softball, field hockey, golf, tennis, archery and football, are also a part of campus life. A nearby state park offers nature walks, hiking, fishing, and outdoor swimming in a mountain stream.

Health Services

The Health Center, an important part of the new complex, is provided with emergency rooms, infirmary beds, doctors' facilities, and nurses' quarters. The College provides twenty-four hour nursing service and the services of two local physicians for minor and occasional illnesses. When students are admitted to Wesleyan, they must submit a health history on an official form provided by the Admissions Office. An annual physical examination is recommended by the College for all students at least ten days prior to the opening of each fall semester. Nursing students and athletes are required to have an annual examination.

The West Virginia Department of Health, using mobile units in cooperation with the Health Center, periodically provides on-campus chest x-rays and glaucoma and tuberculosis tests.

Nearby hospitals are available for cases of serious illness. All students receiving medical care must assume the responsibility of meeting the financial payment directly to the physician or hospital from personal funds or through their hospitalization programs. The College cannot assume responsibility for prolonged or specialized medical care or for hospitalization.

Medical Reimbursement Insurance, covering accidents and illness, is available to students. It is provided by Continental Casualty Insurance Company and covers medical expenses to $1,000 for each accident, death and dismemberment benefits of $1,000, and allocated sickness benefits. Insurance is available for either nine months or twelve months and is provided on an optional basis.

The Chapel and Religious Center

Wesley Chapel, dominantly located in the center of campus, is the largest sanctuary of worship in the State of West Virginia. Every Sunday of the academic year members of the campus community are invited to join in a worship service planned by the Religious Life Council. The Religious Life Council is composed of students who are aided in their activities by the Associate Dean of the Chapel. The services are both traditional and experimental and are open to all faiths. Guest ministers or campus personnel offer sermons, with students participating in all aspects of the services. Activity groups meeting in the Religious Center include Sigma Theta Epsilon, a national service fraternity for men of United Methodist preference; Kappa Phi, a United Methodist women's service organization; and Wesleyan's Student Volunteer Projects group (SVP), composed of students dedicated to reaching out into the community to give tutoring, companionship, and aid to those in need.

The Chapel is a central campus meeting arena. It may serve as a concert hall for an orchestra, choir, glee club, jazz band, or a folk music performance. It has facilities for movie viewing and theatrical productions. It provides for open forums and convocations, and can truly be said to be the "hub" of the campus.

A smaller meditation chapel, noted for its simplicity and restrained beauty, is available to students for private and small-group worship.

Liberal Education Series

The College provides a wide variety of cultural events through the Liberal Education Series programs. These offerings are often coordinated with the activities of the Humanities and Social Sciences core programs and include dramatic productions, academic lectures, art shows, concerts, musical performances, and contemporary entertainment. Recent LES speakers have included Dr. Lee Huebner, deputy special assistant to the President; Professor Duncan Williams, author and lecturer; Leonard Downie, deputy metropolitan editor of the *Washington Post*; Dick Gregory, comedian and civil rights activist, and George Gallup, Jr., national researcher on public opinion.

Community Council

A community governing body which coordinates activities and organizations and offers proposals to faculty and administration, the Community Council is structured in favor of student representation. Its four elected officers are students and twelve other student representatives are elected by their respective classes (three each from freshman, sophomore, junior and senior classes). The Vice-President for Student Affairs, the Vice-President for Financial Affairs, the Vice-President for Academic Affairs, the Dean of Students, and two elected faculty representatives also serve on the Council. Meeting weekly, this group has long been recognized as *the* campus force for engendering change and fostering debate on campus problems and issues.

The Town

An on-campus bookstore provides for limited student shopping. However, the downtown shops provide for most student needs during the school year. "Town and Gown" interact freely. Buckhannon merchants and citizens have always considered the college an integral part of the larger community and each year welcome the influx of students with genuine friendliness.

Most students appreciate the small-town setting and particularly the beauty of the green hills and the nearby forests and rural areas which encircle the campus.

Student Activities

A variety of activities and organizations are responsive to the interests of the student body. Wesleyan men and women participate in a total of eleven intercollegiate sports and support an extremely active and competitive intramural program. Wesleyan's musical organizations have received recognition throughout the eastern United States. The West Virginia Wesleyan Choir annually performs on tour in cities and towns in the East and has toured abroad during the summers. The Jazz Band is recognized as one of the best in West Virginia.

The Debate Team, a fledgling student group, is one of the most active groups on campus and has brought home a number of trophies to promote even more interest among students. Students interested in drama participate in two major productions each year and a variety of student-directed programs. Students interested in journalism and communications find their way to the *Pharos* and *Murmurmontis* offices, campus newspaper and yearbook respectively, and the campus radio station, WVWC-FM.

Five national social fraternities maintain fraternity houses near the campus including Chi Phi, Kappa Alpha Order, Phi Sigma Epsilon, Theta Chi, and Theta Xi. Four national sororities maintain meeting suites in a special wing of Holloway Hall. These include Alpha Delta Pi, Alpha Gamma Delta, Alpha Xi Delta and Zeta Tau Alpha.

Departmental organizations and honoraries include: Alpha Beta Alpha fraternity (Library Science); Economics Club; Glauner Historical Society (History); Haught Honorary Society (senior honorary for women); Home Economics Association; Honorary Business Society; Philosophy Club; Physical Education Majors and Minors (PEMM); Sociology and Anthropology Club; Student National Education Association (SNEA); Student Nurses of Wesleyan; WVWC Physical Education Majors Club; Sigma Tau Delta (English); Alpha Phi Gamma (Journalism); Alpha Psi Omega (Dramatic Arts); Benzene Ring (Chemistry); Beta Beta Beta (Biology); Delta Mu Delta (Business); Delta Psi Kappa (Women's Athletics); Kappa Delta Pi (Education); Kappa Omicron Phi (national home economics honor society); Kappa Pi (Art); Math Honorary; Omicron Delta Kappa (honor society for junior-senior men, faculty and alumni); Phi Alpha Theta (History); Pi Gamma Mu (Social Science); Psi Chi (Psychology); American Guild of Organists; Brass Ensemble; Wesleyan Choir; Tour Choir; Hyma Glee Club; Orchestra; Women's Glee Club; Band; Music Educators National Conference; Kappa Phi Club (United Methodist women); Religious Life Council; and Sigma Theta Epsilon (United Methodist men).

Interest groups recognized as bona fide campus organizations include: Black Students' Alliance; Chrisman Club; Circle K; Coffee House; Collegiate Council of United Nations; Debate Society; 4-H (service club 4-H members); International Relations Club; Para-medical Professional Association; Radio Club; Scuba Club; Sitzmark Ski Club; Sports Car Club; Spelunking Club; Stamp Out Starvation Project; Student Volunteer Projects; Town and Commuters (TAC); and Young Democrats Club.

Honors and Awards

A special Awards Convocation is held annually at Wesleyan. The following honors and awards are among those presented to Wesleyan students who have distinguished themselves during the academic year.

Wesley Ann and Wesley Andy (chosen by vote of campus community)
Francis Asbury Award
Sheridan Watson Bell Religious Life Influence Award
William B. Hatfield Fine Arts Award
Humanities Scholarship
Senior Activities Keys
Senior Scholarship Keys
Community Council Medallions
Wall Street Journal Award
Sociology and Anthropology Department Award
Orchestra Keys
Sigma Alpha Iota Swords of Honor
Okey J. Stout Trustees Award
Beta Beta Beta Award
Haught Honorary Society membership
Omicron Delta Kappa membership
W. Va. Consumer Finance Award
Benzene Ring Hyma Award
Orlo Strunk Psychology Department Award
Outstanding Debater Award
Outstanding Delta Psi Kappa of Year
Who's Who Among American Universities and Colleges
Intramural Awards
Education Department Fountie Williams Award

Personnel Services

The Student Affairs Staff is dedicated to enabling the student to achieve his own personal development. The staff believes that social maturity and value development are important aspects of the institutional mission and integral to the student's intellectual attainment. The staff coordinates and is concerned with various services primarily related to the student and his activities outside the classroom. The services include the cultural and religious development of students; career counseling and placement, personal counseling and testing; housing of students and resident hall programs; health, physical fitness and medical program; student financial aid; and campus safety and information department.

Orientation

Orientation programs are especially designed to assist freshmen in making a successful transition from high school to college, and to assist transfer students in making a satisfactory adjustment to a new environment. These programs include opportunities for all new students and parents to meet student leaders, faculty, and administrators of the College. They are particularly informative for parents. The programs also include scheduled diagnostic tests, general information, academic advising, counseling, registration for classes, and time for purchasing books and supplies. All new students, including transfers, are required to attend one of the scheduled orientation programs. (See Calendar for dates.)

Summer orientation programs attended by students with their parents have been a particularly successful innovation at Wesleyan. Parents appreciate the opportunity to learn first-hand about the college by living in the residence halls with the students during the three-day sessions.

Counseling Service

West Virginia Wesleyan College provides a comprehensive Counseling Service commensurate with student needs in academic, vocational, personal, social, and religious areas. The College also provides information and guidance pertaining to veterans' affairs.

Members of the faculty assist with the academic and vocational guidance services, under the leadership and direction of a staff constituted of professionals with extensive backgrounds in counseling.

Professional counselors and faculty seek to understand the individual student — and to help him to understand himself, particularly with respect to academic aptitude, educational achievement, personal and social adjustment, vocational aptitudes and interests, graduate school admission requirements, religious standards and moral concerns.

Counselors seek to advise the student, assist him with various problems, and help him to develop toward a well-integrated adulthood — characterized by competent self-direction, constant self-discipline and

complete self-dedication to his personal and career objectives.

When specialized professional services — which may be unattainable at the College — become necessary for an individual student, the counseling staff will make an appropriate recommendation to the student and to the parent or guardian. The student's family must assume responsibility for securing the needed professional treatment.

Career Planning and Placement Service

The College Career Planning and Placement Service provides seniors and graduates with vocational information and employment opportunities. During the year interviews with representatives from business, industry, education, graduate and professional schools are arranged for seniors who are registered with the Service.

In addition, the staff provides vocational information concerning the present and future job market and counseling on career development for all students, particularly freshmen.

Learning Center

The Learning Center is designed to serve the entire campus community. A primary function is to assist students in improving their reading, writing, listening and study skills through validated techniques in analyzing student potential, and individualized laboratory programs and counseling services. The Center recognizes and employs psychological learning theories and commits its program to the improvement of individual learning.

The staff works closely with the Counseling Service and Wesleyan's Testing and Evaluation Services to provide a place for administering a variety of tests, including vocational guidance inventories. Facilities are also provided for the viewing of slides and film strips and the Center offers tutoring services to enrich or supplement many courses.

The staff genuinely strives to meet a wide range of student needs and to provide an atmosphere of warmth and concern for students.

Testing Service

The College maintains a well planned testing program in order to provide counselors, instructors, and students with reliable information about the student's individual abilities, aptitudes, achievements, vocational interests, and significant personality traits.

Seniors approaching graduation are required to take the Undergraduate Record Examination (URE), consisting of area tests designed to assess their

breadth of educational achievement in the liberal arts, and a field test taken by each student in his major field.

Near the end of the senior year each student fulfills a comprehensive experience requirement in his major area of study.

The testing program supplements the tests given by instructors in specific courses. It also provides factual data which the College uses for continuous evaluation and improvement of its curriculum.

West Virginia Wesleyan College is an approved testing center for the administration of the American College Test (ACT), Undergraduate Record Examination (URE), National Teacher Examination (NTE), Graduate Record Examination (GRE), College Level Examination Program (CLEP), Miller Analogies Test, Law School Admissions Test (LSAT), Admission Test for Graduate Study in Business (ATGSB), National League for Nursing (NLN) tests, and General Education Development (GED) tests. The Director of Testing and Institutional Research should be contacted for information about these tests.

Residential System

Housing

The College is a residence campus housing approximately 75 percent of its students in its seven residence halls. Full-time students are required to live in college-operated housing during both regular semesters and summer terms. Exceptions are those students who live with their families, married students, seniors living in approved off-campus housing, and other students who are authorized by the Housing Committee to live off campus.

Individual rooms in the residence halls are furnished except for linens, blankets, rugs, curtains and study lamps. Telephones are provided and the cost is included in the room charge. Students receive a special billing number from the telephone company to be used when making long distance phone calls. The telephone company sends a statement for the long distance calls to each student monthly.

Each residence hall maintains a lounge and a TV area. Coin-operated laundry facilities are provided and extra features such as TV cable service and refrigerators may be rented per semester.

All students living in college residence halls are required to make a security deposit of $50.00. This deposit will be held until the termination of residence. It will be refunded upon request, before June 1, of each year, less deductions for any damages incurred against college property. This deposit may serve as the required deposit for renewal of room reservations from year to year, but cannot be credited toward room or board charges.

Contracts for room assignments are binding for the academic year issued. Exceptions must be approved by the Housing Committee and the Director of Housing.

Visitation hours in the residence halls are from 1 p.m. to 1 a.m. Friday and Saturday; 1 p.m. to 10 p.m. on Sunday, and 5 p.m. to 10 p.m., Monday through Thursday. These hours must be approved by the students in each residence hall.

The Associated Women Students organization and the Men's House Governing Board are the student organizations which govern the residence halls. They also form the judicial bodies which hear the cases of those students who violate residence hall regulations. They, along with the Housing Committee, continually evaluate the housing program to insure the improvement of residence hall living.

Off-campus housing for married students and seniors is available in Buckhannon. The housing office provides a listing of those facilities which meet college standards.

Food Service

Co-educational dining is provided in McCuskey Hall and Jenkins Hall, where meals and menus are provided by a professional catering service.

All students residing in the residence halls must board on campus. Boarding on campus is optional to those students approved for off-campus housing.

The coffee shop located in the Benedum Campus Community Center provides light refreshments and snacks.

Rules for Living

From its founding and through its developing years, the College has been committed to the basic principles and standards established by The United Methodist Church and its West Virginia Annual Conferences, as they relate to learning, social conduct and decorum, and cultural and spiritual enrichment.

The College reserves the right, privilege and responsibility for the establishing and maintaining of institutional ideals, particularly on campus property. These rules and regulations are in the best interest of students, faculty, and personnel.

Alcohol and Dangerous Drugs

The College is especially concerned about the use of alcoholic beverages and dangerous drugs and is aware of how dependence on alcohol and other drugs leads to behaviour harmful to the user and to others as well.

Therefore, the College disapproves of the use of alcohol or drugs.

Historically, the former Methodist Church and the former Evangelical United Brethren Church have asserted the conviction that a faithful witness to God's liberating and redeeming love of persons is the choice to abstain from alcohol.

Currently, the Social Principles in the 1972 Book of Discipline of the United Methodist church state:

> "We realize that the use of such drugs as alcohol and marijuana can lead to a loss of effectiveness in human life and may result in drug dependency. We assert our long standing conviction that the choice to abstain from alcohol, and now marijuana, is a faithful witness to God's liberating and redeeming love for persons."

Further, there are local, state and federal laws which prohibit use, sale, possession, and trafficking in marijuana, dangerous drugs and dangerous weapons. West Virginia law prohibits the sale or giving of alcoholic beverages to any person under 18 years of age. The College will not shield students from these laws. Therefore, it is imperative that students familiarize themselves with local, state and federal laws, some of which are very severe.

Student Responsibility

Every Wesleyan student is faced with the need to have responsible personal and community positions with regard to these concerns.

Each member of the campus community is expected both to have self discipline and to work with others to achieve the ideals of community life. All students, especially dormitory residents, are urged to do their best to prevent situations that are harmful to personal and community life.

Every student who has a problem of any sort and especially with alcohol or drugs, should seek help (or be encouraged by others to seek help) from the many campus resources; friends, religious counseling, psychologists and advisors.

The College Judicial System

When self control or self government have failed, each residence hall government is responsible for the submission of the names of those violating rules and regulations to the presiding officers of the College Judicial System.

Any behaviour which interferes with the rights, safety, or effectiveness of others; or results in the destruction of property shall be considered a violation of regulations and subject to disciplinary action or possible dismissal.

Officers of organizations holding social functions off campus are accountable for the behaviour of students at such social functions in accord with the regulations stated in the Student Handbook. These officers may be brought before the College Judicial System for possible disciplinary action if they fail to carry out the duties of enforcement.

The College Judicial System judges all persons charged with violations of the College's regulations. Violations of regulations can result in official discipli-

nary action which can lead ultimately to suspension or dismissal. The administration of the College retains concurrent responsibility and jurisdiction to enforce the policy.

Continuing Evaluation

Life style policies are reviewed each year by the Housing Committee, the Faculty Campus Life Committee, the Student Life Committee, and the Trustee Council on Student Affairs. These committees continually explore changing life styles and attempt to create avenues that will enable West Virginia Wesleyan to retain its ideals, while providing a campus community responsive to the interests and needs of today's students. Members of the campus community are encouraged to express their concerns and share their ideas with the above committees.

We also encourage others to share their ideas by writing to any of the above committees c/o West Virginia Wesleyan College.

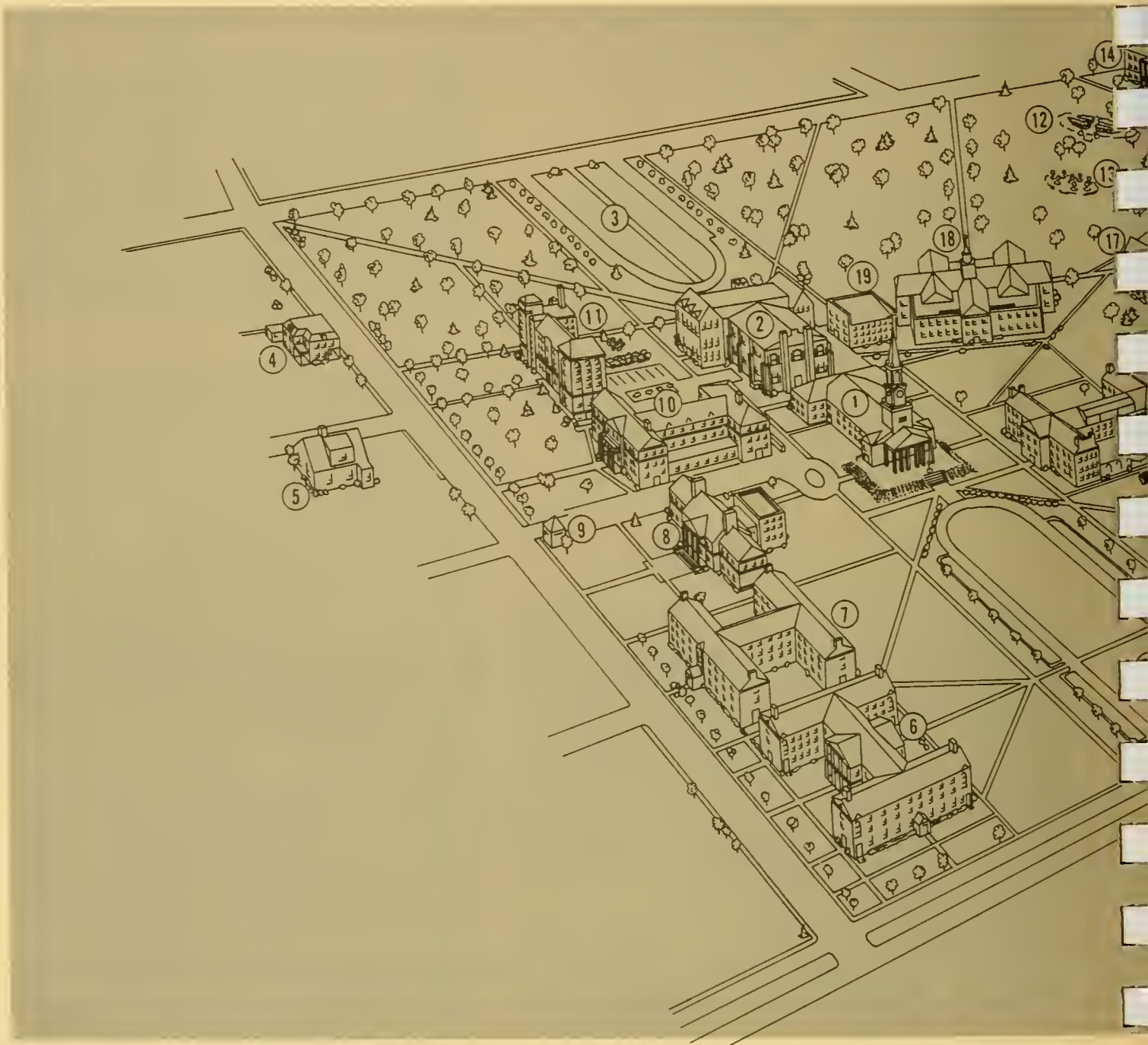
Use of Cars

All students enrolled at Wesleyan may drive a car at West Virginia Wesleyan but are required to register it on a form provided by the College. Every motor vehicle driven by a student must have in force bodily injury and property damage liability insurance. Any student who makes reckless or improper use of a car, or fails to provide the College correct information regarding the car he drives, will lose the privilege of driving while at Wesleyan.

Regulations describing the use of parking areas, with regard to restricted zones, time limits and financial penalties for traffic violations, are distributed annually to all College personnel including students. Traffic regulations and procedures are reviewed by the Traffic and Safety Committee of Community Council and enforced by the campus security force.

Disciplinary Procedures

A student who fails in any matter of conduct to conform to the ideals, standards and policies the College seeks to maintain may be placed on disciplinary warning or disciplinary probation for a stated period or, if his failure is judged to be sufficiently serious, may be required to withdraw. If he fails during, or after, a period of disciplinary probation to conform to the policies of the College, he may be suspended for a period of time or required to withdraw.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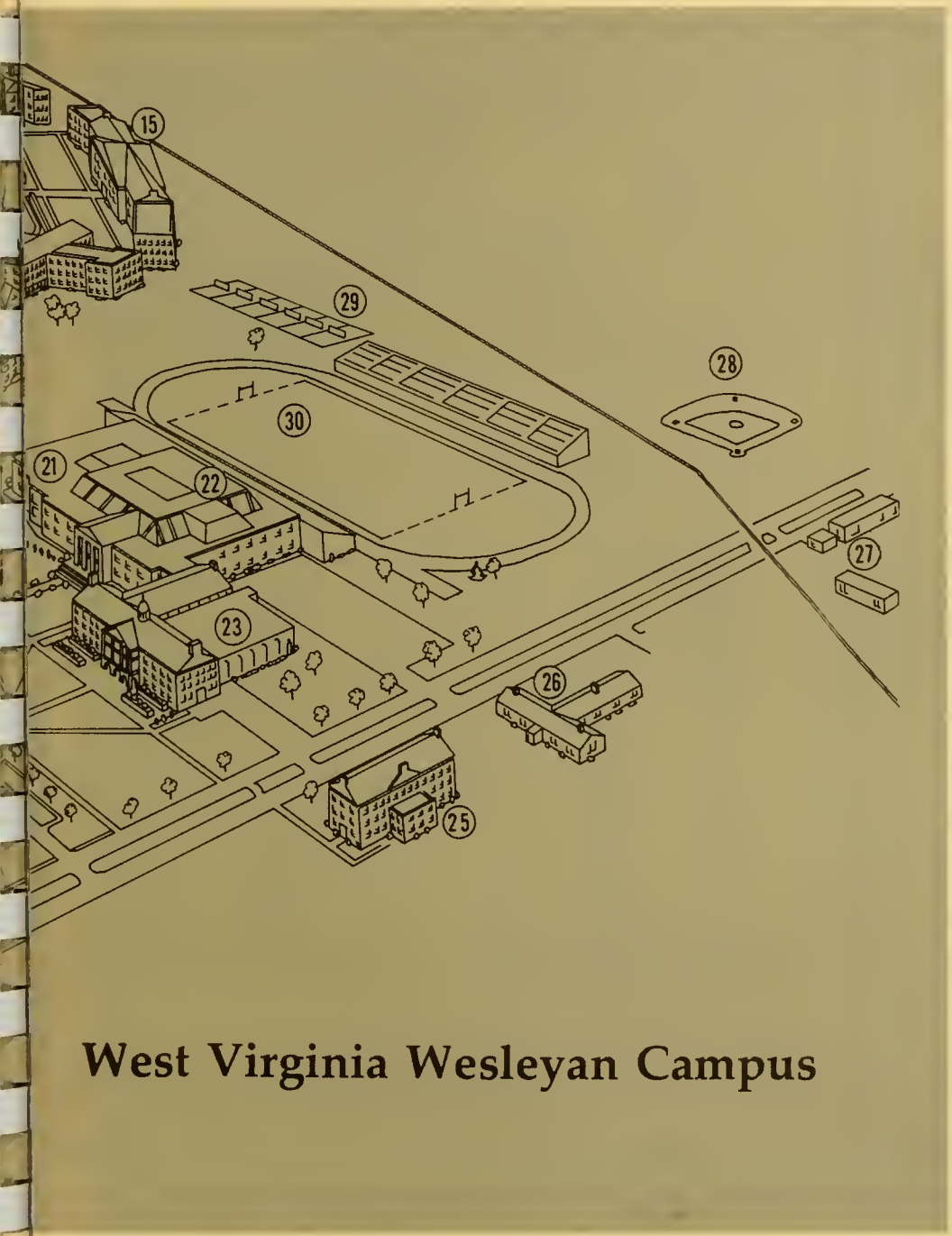


West Virginia Wesleyan Campus

1. Wesley Chapel — Stanley H. Martin Religious Center
2. Administration Building — Atkinson Auditorium
3. Visitor Parking
4. Benson Parking — Art
5. Edna Jenkins Cottage — Home Economics
6. Holloway Hall — Residence
7. Benedum — Residence
8. L.L. Loar Memorial Building — Music
9. Safety and Information
10. Jenkins Hall — Residence
11. Agnes Howard Hall — Residence
12. Memorial Lily Garden
13. Knox Memorial Rose Garden
14. McCuskey Hall — Residence
15. Doney Hall — Residence
16. Fleming Hall — Residence
17. Haymond Hall Learning Center — Home Economics and Social Sciences
18. Annie Merner Pfeiffer Library
19. Administration Annex — Admissions
20. Christopher Hall of Science
21. Physical Education Center
22. Barnhart Memorial Health Center
23. Benedum Campus Community Center
24. Student Parking
25. Middleton Hall — Nursing
26. Camden Hall — Education: Psychology: Early Childhood Center
27. Maintenance Facilities
28. Athletic Field — Baseball: Hockey: Soccer
29. Tennis Courts
30. Cebe Ross Memorial Field

JENKIN

Expenses

Application Fee

The application fee for admission is $15.

Orientation Fee

To cover the cost of room and board during Orientation sessions, all new students pay an additional charge of $12.00 each (sales tax included) and parents and guests pay $10.00 each.

General Fee

The general fee is $132 per semester. This fee covers such services and activities as: library, health facility, athletic events, school publications, Wesleyan Handbook and Directory, activity card, and campus center privileges. There will be a general fee charge per part-time student for each of two regular semesters at $10.00 per credit hour. General fee charge for each summer term is $30.00.

Auditors

Auditors pay $25 for any course audited. However, if an audited course does not constitute an overload for a regularly enrolled student, then no audit fee is required. If any portion of the course audited represents an overload, then the full fee of $25 shall be due.

Automobile Registration Fee

The automobile registration fee is $1 per year.

Breakage

A charge will be made to cover cost of equipment broken in laboratories.

Damage to Property

A charge will be made to cover any damage done to College property beyond the wear caused by normal and proper use thereof. Damage not charged to an individual will be shared by the occupants of the residence hall or of a floor.

Expenses and Financial Aid

Estimate of Expenses

This estimate does not include books, travel, clothing, medical reimbursement insurance, amusements, and other personal expenses.

The College reserves the right to change any of the charges below at any time.

	Semester	Year	Summer School	Short Term
Instruction	$ 950.00	$1,900.00	$ 50.00 per cr. hr.	$50.00 per cr. hr.
General Fee	132.00	264.00	10.00 per cr. hr.	10.00 per cr. hr.
Room	285.00	570.00	90.00 per cr. hr.	71.40
Board	387.50	775.00	121.00 per cr. hr.	97.00
Sales Tax on Room and Board	20.18	40.35	6.33	5.05
Total	**$1,774.68**	**$3,549.35**		

Graduation and Diploma

During the registration period for the semester or summer term in which a student completes requirements for a degree, he will pay a graduation and diploma charge of $15.

Late Application for Degree

A charge of $5 is made for any application for a degree filed less than twelve months prior to anticipated completion of degree requirements.

Make-Up Examination

A service charge of $5 is made for the privilege of making up a final examination. A service charge of $10 is made for the privilege of making up a comprehensive examination.

Late Registration

A charge of $5 is made for late registration.

Late Preregistration

A charge of $5 is made for failure to preregister on dates designated.

Transcripts

One transcript of a student's record is furnished free. A charge of $1, payable in advance, is made for each additional transcript. If two or more transcripts are requested at one time, the charge for the first transcript is $1.00 and .50¢ for each additional transcript. An application for a teacher's certificate completed by the College constitutes a transcript.

Medical Reimbursement Insurance Service

An optional Medical Reimbursement Insurance costs $18.50 for nine months or $28.50 for twelve months. (See Health Services in the Student Life section.)

SPIRG

A fee of $2 is included in the general fee for the West Virginia Student Public Interest Research Group which is refundable if requested within thirty days.

Student Teachers

Students doing their practice teaching and not living in a college residence hall will pay one-half the room and board charges for that semester.

Instruction

The instructional charge is $950 per semester for all students carrying from twelve through sixteen semester hours of work. There are no additional charges for courses in Applied Music. For students carrying fewer than twelve semester hours of work, the charge is $80 per semester hour. For each semester hour carried in excess of sixteen, the charge is $60.

The instructional charge for evening courses is $50 per semester hour.

The instructional charge for courses taken during the summer session is $50 per semester hour.

The instructional charge for extension courses is $50 per semester hour.

The instructional charge for any course not regularly scheduled is $100 per semester hour. Registration for such a course is permitted only in the most extraordinary cases, and must be approved in advance by both the Vice-President for Academic Affairs and the instructor involved.

The instructional charge for graduate level courses is $60 per semester hour.

Short Term

The rates for Short Term apply to any person attending the Short Term who does not attend either first or second regular semesters. *Exception:* Students attending the other colleges in the Consortium (Alderson-Broaddus, Davis and Elkins, and Salem) are not required to pay the instructional charge.

For full-time students who attend both the first and second regular semesters, there will be no additional charges or refunds whether they attend the Short Term or not.

For full-time students attending only one of the regular semesters (first or second semester) who attend the Short Term, the Short Term charges are one-half the regular charge.

Terms of Payment

As a means of providing experience and emphasizing punctuality and responsibility in business matters, the College prefers to deal directly with students rather than with their parents.

All charges are due and payable on or before the day of registration. Any student not meeting this requirement, who has guaranteed financial assistance from an authorized agency outside the College, must present a letter of guarantee to the Bursar on or before the day of registration.

Freshmen pay all bills during orientation. All other students will be billed in advance by the Office of the Bursar for tuition and fees with the following arrangement possible:

a) The billing period will be effective between the dates of July 1 and August 1.
b) Prepayment should be made on or before August 1, either by mail or in person to the Office of the Bursar. All payments should be paid to the Bursar's Office before registration.
c) All payments will be due at the time of registration with no grace period or extension of time permitted, except as stated above.
d) A student asked to vacate his residence hall room for disciplinary reasons will receive no refund of charges for room.

Persons who prefer a monthly payment plan may avail themselves of the services afforded by The Tuition Plan, Inc., Concord, New Hampshire 03310, or The Insured Tuition Plan, 6 Saint James, Boston, Mass. 02116. These organizations, which serve the clientele of many institutions of higher learning, enable the parent or guardian to finance the cost of attending Wesleyan. Two, three and four-year contracts, which include the benefit of parent life insurance, are also available. Persons interested in this service should make arrangements directly with one of the financing organizations in order to meet college expenses at the time of registration. Additional information is available from the Bursar's Office or the Director of Admissions at Wesleyan or by corresponding with the financing organizations.

Students are not eligible to take final examinations, to receive any transcripts of credits, or to be graduated until all charges are paid in full. Students are not permitted to register for a second term or semester until all charges for previous terms are paid in full.

Refunds

In view of the fact that charges paid by students cover much less than the total operating cost of the College, refunds are subject to the following regulations:

1) A student will receive no refund as a result of course changes made after the first five days of a semester, or the first two days of a summer term.

2) For a student withdrawing from the College because of illness, or for other honorable reasons considered adequate by the College, the following refund schedule will be used:

Summer School & Free Term

Within 2 weeks	50% of tuition refunded
After 2 weeks	No refund

First and Second Semesters

Within 2 weeks	80% of tuition refunded
2 to 4 weeks	60% of tuition refunded
4 to 6 weeks	40% of tuition refunded
After 6 weeks	No refund

3) A student withdrawing from the College during a semester, or summer term, for any reason other than those stated in 2) above will receive no refund of instructional charges.

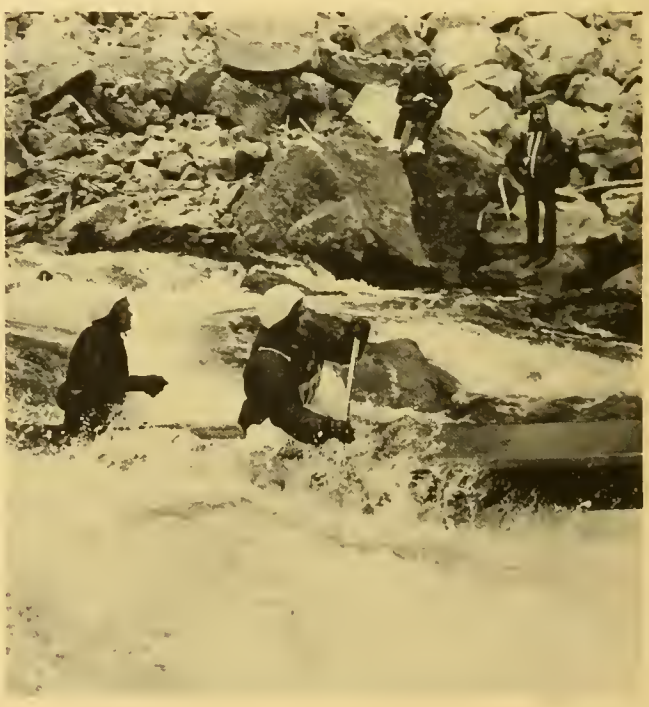
4) A student withdrawing from the College during a semester, or summer term, will receive no refund of charges for room.

5) A student withdrawing from the College during a semester, or summer term, will receive no refund of charges of general fee.

6) A student withdrawing from the College during a semester or summer term, for any reason, will be refunded a part of his charges for board proportionate to the number of whole weeks of the semester, or summer term, remaining after his withdrawal — provided he withdraws procedurally at the Office of Academic Affairs.

7) A student discontinued for disciplinary reasons will receive no refund of any charges, except for board, as provided under 5) above.

8) For information on security deposit refund, see Housing in the Student Life section.



Scholarships and Student Financial Aid

Financial aid at West Virginia Wesleyan College is awarded on the following basis: scholastic achievement, special talents and abilities, and financial need. All awards are given for a period of one academic year unless otherwise stated. It is necessary to apply annually for all financial aid awarded.

Requirements governing the eligibility to receive financial aid: Student must be a full-time student and must accumulate a 2.00 grade point average (exceptions, government programs). Students receiving tuition waivers will be ineligible for any other form of financial aid except government programs. Students are not eligible to receive financial aid awards in excess of institutional costs except in the form of a workship or a loan.

Procedure to follow when applying for financial aid: Freshmen request applications from the Admissions Office. Upperclassmen obtain an application in the Financial Aid Office. All students request and complete a Parents' Confidential Statement form for a need analysis report which will be sent to the College. Financial aid cannot be awarded without a completed Parents' Confidential Statement. Freshmen return completed application, including parents' signatures, to Admissions Office; upperclassmen, to Financial Aid Office.

General information: An attempt to announce all financial aid awards will be made approximately on or before July 1 of each year. Final selection or withdrawal of awards will be the prerogative of the Committee on Student Financial Aid. To maintain financial aid, student awardees must demonstrate scholastic efficiency, appropriate personal behavior becoming a student, and in the case of workships, perform the assigned duties satisfactorily. An individual who voluntarily withdraws or is removed from an accepted student workship because of poor performance may become ineligible for any future financial aid. Only limited awards for summer sessions can be considered, primarily loans or workships.

Freshman Honor Scholarships

The College awards a number of freshman honor scholarships which can amount to $4,800. In order to qualify for a Freshman Honor Scholarship, a student must meet the general requirements for admission to the College, must rank in the upper five percent of his graduating class and have high scores on the ACT. Stipends from $200 up to $1,200 are continued for four years, providing the student maintains a 3.00 cumulative academic average and applies annually.

Conference Honor Scholarships

The College awards honor scholarships to one outstanding student in each of the districts of the West Virginia and Western Pennsylvania Conferences which can amount to $4,800. Applicants must graduate in the upper five percent of their graduating classes, and must have satisfactory test scores and references and have high scores on the ACT. Stipends from $200 up to $1,200 are continued for four years, providing the student maintains a 3.00 cumulative academic average and applies annually.

West Virginia Methodist Scholarships

A number of West Virginia Methodist Scholarships are available which can amount to $4,000. A student must graduate in the upper twenty percent of his graduating class and have satisfactory test scores and references, must show need as a factor, and must be a member of The United Methodist Church in the West Virginia Conference. Stipends from $200 up to $1,000 will be continued if a student maintains a 2.70 cumulative academic average and applies annually.

National United Methodist Scholarships

The Board of Education of The United Methodist Church annually awards to four West Virginia Wesleyan students (usually upperclassmen) National United Methodist Scholarships amounting to $500 each. In order to qualify for a National United Methodist Scholarship, a student must meet the general requirements for admission to the College, must

have been a member of The United Methodist Church for at least one year prior to date of application, must be outstanding in Christian motive and purpose, and must rank high in scholarship, not below a "B" average. National United Methodist Scholarships may be renewed once, subject to the same conditions as govern original awards. Funds for National United Methodist Scholarships are obtained from the annual Methodist Student Day offering for the Student Loan and Scholarship Fund.

Restricted Scholarships and Loans

Special and restricted scholarship and loan awards are available as listed below. These awards carry varied stipulations and are given at the discretion of the Committee on Student Financial Aid.

Beckley District Special Scholarship
Benedum Foundation Scholarship
Bennett Scholarship Fund
Kathryn Bodie Scholarship Fund
Burgess Scholarship
Consumer Finance Scholarship
Dr. and Mrs. C. B. Collins Scholarship Fund
Christopher Loan Fund
Ross and Olive Culpepper Scholarship
M. Homer Cummings Scholarship
Donella John Scholarship Fund
Pearl Lowe Johnson Memorial Scholarship
Dorothy Lee Fund
Pearl Dorsey Scholarship
Lionel and Margaret Driscoll Scholarship
Rev. and Mrs. Paul L. Flanagan Scholarship
G. E. Gaston Scholarship
Hannah Bible Class Scholarship
W. W. Harper Scholarship Fund
Andrew Hearn Memorial Scholarship Fund
Ellen B. Hoff Fund
Humanities Scholarship
Hyma Scholarship Fund
Edna Jenkins Scholarship
Alice A. Kelley Memorial Scholarship
G. W. Loar Scholarship Fund
Judson H. Loar Scholarship Fund
Mary Grace Loar Scholarship Fund
Glen W. Maddy Scholarship Fund
W. N. "Pete" Miller Scholarship
Reta Heavner Maxwell Scholarship Fund
Noyes Foundation Nursing Scholarship
PEO Scholarship
Presser Foundation Scholarship
Walter C. Price Scholarship
Stanley and Eva Rexrode Scholarship Fund
William B. Robinson Scholarship Fund
Ross Scholarship
The John C. Shaw Scholarship Fund
Samuel Sink Scholarship
Okey J. Stout Scholarship
Sutherland Scholarship Foundation
The Calvin A. West Scholarship Fund
The Roy V. Whiston Scholarship Fund
Fountie N. and Virginia Lynch Williams Teaching Award
The Francis Asbury Educational Fund
The Claude Worthington Benedum Loan Fund
Rose C. Chancellor Educational Loan Fund
Iva Cooper Gould Educational Loan Fund
Pickett and Hatcher Educational Fund
The Hartley-Perine Student Loan Fund
Leroy M. Lawson Loan Fund
Benjamin Franklin Haught Revolving Scholarship Fund in Psychology
The Ligget Memorial Student Loan Fund
Rosalie M. Mahood Loan Fund
Tetrick Student Loan Fund
Guy E. Wilson Loan Fund

United Methodist Student Loan Fund

The Board of Education of The United Methodist Church makes funds available for loans to Methodist students through the College Financial Aid Office.

Merit Awards

The College grants a number of merit awards to outstanding students who manifest special talents and contributions to the college. These merit awards, in varying denominations, are given to students participating in the areas of athletics, arts, band and orchestra, choir, drama and speech, chapel, radio and television, publications, study abroad and other college community activities. In order for a freshman to qualify for a merit award in art or music, he must excel in ability and demonstrate unusual talent and promise in examinations conducted by the Art and Music faculties.

Workships

Workships are offered in almost all areas of the college community. Workships vary in amount awarded, according to work assignment and number of hours scheduled. Workships are financed through both institutional funds and federal funds. The federally-supported workships are designed for students from low-income families under the College Work Study Program.

Grants-in-Aid

West Virginia Wesleyan College awards a limited number of grants-in-aid, ranging from $50 to $500 each. These awards are made on the basis of character, scholarship, and need and are applicable against college charges only. Students awarded grants-in-aid are required to be enrolled as full-time students and to maintain an overall scholastic average of "C" or above. Grants-in-aid are administered by the Committee on Student Financial Aid.

Supplemental Educational Opportunity Grants

Supplemental Educational Opportunity Grants are available to a limited number of undergraduate students with exceptional financial need who require these grants to attend college. Eligible students who are accepted for enrollment on a full-time basis or who are currently enrolled may receive Educational Opportunity Grants for each year of their higher education, although the maximum duration of a grant is four years. Grants range from $200 to $1,000 a year and can be no more than one half of the total aid package given the student. The amount of financial assistance a student may receive is reviewed annually and depends upon his need.

State Scholarship Programs

All students should inquire about the possibility of using the State Scholarship from their State, at West Virginia Wesleyan.

Federal Nursing Loans

Loans are provided through the Nursing Student Assistance Program on a yearly basis.

National Direct Student Loans

High school graduates who have been accepted for enrollment by the College or college students enrolled full-time and in need of financial assistance for educational purposes are eligible to apply for National Direct Student Loans. An undergraduate student may borrow up to $1,500 each academic year to a total of $5,000. The repayment period and the interest do not begin until nine months after the student ends his studies. The loans bear interest at the rate of three percent per year and repayment of principal may be extended over a ten-year period. Repayment may be deferred up to a total of three years while a borrower is serving in the Armed Forces, with the Peace Corps, or as a Volunteer in Service to America (VISTA). Repayment is deferred for as long as a borrower is enrolled at an institution of higher education and is carrying at least a half-time academic work load.

Guaranteed Loans

The major objective of this program is to make loan insurance available to any college student who wants to borrow. A student from a family with an adjusted income of less than $15,000 a year pays no interest while he is in college. A student from a family with an adjusted income higher than $15,000 a year pays the entire interest on the loan, but he may borrow under the Guaranteed Loan Program at six percent simple interest. Repayment of principal and interest begins when the student has ceased his course of study. At that time, the Federal Government pays approximately one-half the interest and the student the remainder. An undergraduate may borrow as much as $1,500 per year. An application for this loan is available from the student's local bank or lending agency.

Divisional Offerings

Academic departments at Wesleyan are organized on a divisional basis in order to promote and coordinate interdisciplinary study.

Division I Humanities

Chairperson, Welliver
Art: Oldaker, Mike Thiedeman, Tinelli
Bible and Religion: Welliver, Bercovitz, Davis, Holmes, Lantz
Christian Education: Carr, Davis, Stealey, Wilmoth
English: Baldwin, Foote, Gill, Mallory, McBrair, McCoy, O'Brien
Modern Languages: Field, Hamner
Music: Loftis, Cox, Dees, Gamble, Medlin, Milburn, Parsons, Shafer
Philosophy: Mow, Capitan, Hill
Speech and Dramatic Arts: C. Presar, Luchok, McKinney, Moeller, Norvell, S. Presar, Snyder

Humanities 1, 2. 4, 4 hours

An interdisciplinary experience during the freshman year that relates the value and worth of the humanities in the life of each individual student. In an integrated way each student actively participates in the creative arts (music, art, drama) as well as the more traditional humanities (literature, philosophy, etc.). The course brings together faculty from many disciplines and emphasizes small group experiences. Required of freshmen.

Personal Life Styles 4. 2 hours

Primary focus on the process of decision-making. Content will be decision-oriented, not information-oriented. The study of this active process will be implemented through active discussion sessions wherein students will approach problem-solving in a disciplined but creative manner. The goal of the course is to assist each student in making his own private life decisions more effectively through the application of the decision-making process to simulated, comparative, and non-personal exercises and guided discussions. Information regarding specific issues, such as choosing health insurance, alcohol and drug abuse, will be provided by resource persons.

Instructional Offerings

1975-76

Emphasis in discussion of the multifaceted aspects of personal living will be interdisciplinary.

American Studies

American Studies is an interdepartmental program devoted to the study of the Americanization of culture and the impact, past and present, of religion, art, literature, economics, history, government, and other such influences on the philosophy and value system of the country.

The student interested in this course of study, which offers a combined major-minor, should consult with either the Chairman of the English Department or the Chairman of the History Department for advice in planning his curriculum. Courses will be obtained principally from the offerings of the Departments of English and History with additional courses from the Departments of Art, Religion, Government, Economics, Dramatic Arts, Philosophy, and Sociology.

All students are expected to take English 7, 8 and History 1, 2 in addition to 39 hours of courses applicable to the American Studies program. Twelve of these hours will be in the student's primary concentration area (either American Literature or American History); 9 hours in the student's second concentration area (either American Literature or American History); 15 additional hours or more from the appropriate courses offered by the other cooperating departments; and, in his junior or senior year, a three-hour comprehensive seminar in American studies or a substitute course offered by the Department of English.

Philosophy and Religion

Philosophy and Religion offer an area concentration major of 36 semester hours, with the approval of the student's faculty advisor, to students who have definite pre-theological plans.

Requirement for the major in Philosophy and Religion: a minimum of 12 semester hours in each department. Recommendations as to specific courses taken, depending on the student's interests and qualifications, include: Bible and Religion 10 and 20; Philosophy 2 and 7. The student is to select courses in consultation with his advisor.

Division II

Physical and Biological Sciences

Chairperson, Colson
Biology: Weimer, Colson, Glencoe, Rossbach, Taylor, Varkey
Chemistry: Capstack, Hamner, Holloway, Richter, Wolfe
Mathematics: Berry, Hallam, Wiest
Nursing: Ammon, Beyer, Craven, Davidson, Godsey, Marino, Rager, Shaw, Trusch
Physical Science: Holloway, Hickman, Sun, Wiest

Division III Social Sciences

Chairman, Bright
Economics: Bayard, Jorgensen, Nair
Government: McCoy, Galvin, White
History: H. Coston, Curry, Hunt, Monoski, Plummer, Sharpe
Psychology: Richard Calef, Bone, Ruth Ann Calef, Cegles, Cunningham, Hess, Hiedemann, Piper
Sociology and Anthropology: Bright, Coleman, Peterson, Warner, Welch

Social Science 1. 4 hrs.

A learning experience which introduces the student to basic ideas and tools of the social sciences. The student will participate in one practical, field-study experience. Required of freshmen.

Social Science Seminar 2, 3. Each 1-3 hrs.

The content of the seminar and the form of instruction and study shall be proposed by concerned students and/or professors, and shall be approved by the division. The purpose of this course is to give multidisciplinary studies in response to interested students.

Personal Life Styles 4. 2 hrs.

Primary focus on the process of decision-making. Content will be decision-oriented, not information-oriented. The study of this active process will be implemented through active discussion sessions wherein students will approach problem-solving in a disciplined but creative manner. The goal of the course is to assist each student in making his own private life decisions more effectively through the application of the decision-making process to simulated, comparative, and non-personal exercises and guided discussions. Information regarding specific issues, such as choosing health insurance, alcohol and drug abuse, will be provided by resource persons. Emphasis in discussion of the multifaceted aspects of personal living will be interdisciplinary.

Social Science Major

Students must take Social Science 1, Economics 1, 2, Government 1, History 21, 22, Psychology 1, Sociology 2, plus 15 additional hours in the Division. This list includes the 10 hours which the student must take to meet the general studies requirements in social science. Selection of courses must be in consultation with and with the general approval of the student's advisor and the Chairman of the Division of Social Sciences.

Social Science Minor

Nineteen semester hours, consisting of Physical Science 9; History 21, 22, 8; Social Sciences 1, and Sociology 2.

International Studies Major

A comprehensive International Studies major is offered by Division III as an alternative to majoring in a single department. A Program Coordinator, elected by the International Studies Committee, administers the major. Its aim is to provide a broad liberal arts foundation, a greater knowledge of foreign cultures, and an opportunity to concentrate in one or more regional studies.

The student will take Economics 2 and 3, and he will select 18 hours from a list of courses of an international nature, provided by the Program Coordinator. He will choose an additional 17 or 18 hours of regionally oriented courses (Asia, Europe and/or Latin America) from the Departments of Art, Economics, English, Government, History, Philosophy and Religion. He also will take a minimum of 6 hours of foreign language. Additional foreign language study, and participation in travel-study programs abroad are encouraged, and can be arranged through the Program Coordinator.

Division IV

Applied Arts and Sciences

Chairperson, Nickell
Business Administration: Ruhlow, Berisford, Craig, Gum, Jorgensen, Roth, Wallace
Education: Ivey, Burgess, Coston, Emery, Hughes, Madden, Nickell, Rollins, Stealey, Treible
Health and Physical Education: Myers, Braine, Carpenter, Ellis, Furman, Hornor, Klebez, Ross, Smith, Sworden, Tracewell
Home Economics: Walls, Halverson, Miller, Simmons
Library Science: Burns, Androczi, Crutchfield, Thiedeman

Reading and Study Development 4. 2 hrs.

An introductory course in the processes involved in reading and studying, designed to help students increase the effectiveness of their own reading and studying. Attention will be given to methods of reading in various disciplines, techniques of note-taking, test-taking, and development of flexibility in reading. Opportunity will be given to improve comprehension, vocabulary, and rate of reading.

Reading and Study Development Laboratory Practicum 5. 1 hr.

An individualized laboratory experience designed to allow each student to strengthen reading, writing or study skills. *Prerequisites:* Reading and Study Development Course and recommendation from the Director of the Learning Center.

Departmental Offerings

Art

Oldaker, Thiedeman, Tinelli

The art program is designed to develop a knowledge of basic aesthetic elements and provide the opportunity to develop one's creative potential. Emphasis is placed on the training and development of the student's individual talents in such areas as painting, drawing, ceramics, printmaking, sculpture, and other media. A studio atmosphere encourages participation and discussion among students and teachers. The art program of study fulfills the need to give the student a wide range of ideas and insights that will enable him to fit his interests into some context relevant to the world around him.

The curriculum is designed to fulfill the needs of the liberal arts student with an incidental interest in art as well as the visual arts major who is interested in a professional career in art.

If the student is preparing to teach art, he supplements his studio training with education courses, including special methods and practice teaching.

Requirement for Major:

36 semester hours, including twelve hours of Painting (Art 8, 9, 19, 20), nine hours of Drawing (Art 2, 3, 13), Creative Design (Art 5, 6), Survey of Art (Art 23, 24), and six hours in one other studio field (Sculpture, Ceramics, Printmaking). In addition, all seniors are required to present a show of their work under the supervision of the faculty.

Requirement for Minor:

24 semester hours, including six hours of Painting (Art 8, 9, 19, 20), six hours of Drawing (Art 2, 3), Creative Design (Art 5, 6), and Survey of Art (Art 23, 24).

1. Art Appreciation. 2 hrs.
An introductory course designed to aid the student in his own appreciation of art, by providing him a basis for aesthetic judgment. Great works of art, illustrative of historical styles of architecture, sculpture, and painting, are studied with attention to line, form, space, and color. Illustrated by slides, reproductions, and when possible, original works of art. May be taken for credit by art majors as an elective.

2. Basic Drawing. 3 hrs.
Introduction to fundamentals of drawing. Analysis and rendering of line, form, value, texture, and color through use of various, media. Principles of balance, proportion, rhythm, and unity.

3. Basic Drawing. 3 hrs.
Continuation of 2. Students who have not completed Basic Drawing 2 must have permission of the instructor.

4. Beginning Ceramics. 3 hrs.
An introduction to high and low fire ceramic media: ceramics as a traditional craft form, relating to the creation of functional objects, and as a contemporary art form dealing with hand-built forms, fundamental techniques of decorating, glazing, and firing.

5. Creative Design. 3 hrs.
Introduction to a study of the elements of design, applicable to all problems of visual expression. Comprehensive consideration of the principles of color and composition. Experimentation and practice in problems related to both two-dimensional and three-dimensional design.

6. Creative Design. 3 hrs.
Continuation of 5. Students who have not completed Creative Design 5 must have permission of the instructor.

7. Creative Expression in Fine and Applied Arts. **3 hrs.**
An introductory course designed primarily for teachers. Materials and methods for helping children experience creative expression through the use of various media (pencil, crayons, pigments, modeling clay, etc.) and crafts. The application of elementary principles of art to aspects of life.

8. Painting I: **3 hrs.**
Introduction to Painting. Comprehensive consideration of the principles of design and color and their application to pictorial composition. Experimentation in various media.

9. Painting I: **3 hrs.**
Introduction to Painting. Continuation of 8. Students who have not completed 8 must have permission of the instructor.

10. Sculpture. **3 hrs.**
Introduction to the principles of achieving expressive form in the round and in the relief. Relationships of line, value, texture, and color to the sculptural form. Media include clay, plaster, plastiline, wood, metal, and various other materials. May be repeated for credit. *(Offered in alternate years).*

11. Summer Painting Workshop. **3 hrs.**
An introduction to the development of painting techniques in various media (oil, acrylics, and watercolor; student may select media). Emphasis is placed on landscape painting with field trips to various locations of artistic interest. A course designed primarily for non-art majors.

12. Advanced Ceramics. **3 hrs.**
Continuation of Ceramics 4. Consideration of complex hand-built forms and techniques of wheel-forming. Study of basic glaze chemistry and body formulation, advanced decorating techniques, and various firing methods. Emphasis on experimental techniques and individual creative expression. *Prerequisite:* Art 4. *May be repeated for credit.*

13. Advanced Drawing. **3 hrs.**
The drawing considered as an art form with experiments in the emotional quality of drawing. Emphasis on quality and the development of a personal creative expression. *Prerequisites:* Art 2, 3 or the equivalent. *May be repeated for credit.*

14. Advanced Print Workshop. **3 hrs.**
Exploration of advanced problems and techniques in printmaking. Emphasis on the development of professional quality. *Prerequisites:* Art 19, 20. *May be repeated for credit. (Offered in alternate years).*

15. Art in America. **2 hrs.**
A survey course in Fine Arts restricted in scope to a view of the principal American artists and their contributions to our western cultural heritage. The emphasis will be in the major fields of architecture and painting and will cover American Colonial Art to the Art of Contemporary America. Primarily a lecture course with visual aids such as slides and films. *Prerequisite:* Humanities 1 and 2, or the equivalent. *(Offered in alternate years).*

16. Methods of Teaching Art. (Grades 7 through 12) **3 hrs.**
Materials and methods for teaching Art on the secondary level using various media and crafts. The application of art to aspects of life. The course is required for accreditation in Art, grades 7 through 12. *Prerequisites:* Education 6 and junior or senior classification with permission of the department.

17. Methods of Teaching Art. (Grades 1 through 12) **4 hrs.**
Materials and methods for teaching Art on the elementary and secondary levels using various media (pencil, crayons, pigment, clay, etc.) and crafts (simple pottery, silk screen, fabric design, etc.). The application of art to aspects of life. The course is required for a comprehensive accreditation in Art, grades 1 through 12. *Prerequisites:* Education 6 and junior or senior classification with permission of the department.

18. Modern European Art. **2 hrs.**
A survey course designed to aid the student in the appreciation of modern European art through a concise account of the movements which together constitute the extremely complex change that has taken place in the art of painting, sculpture, and architec-

ture during the past half-century. Primarily a lecture course illustrated by slides, reproductions, and when possible, original works of art. *Prerequisites:* Humanities 1 and 2 or the equivalent. *(Offered in alternate years).*

19. Painting II: Advanced. 3 hrs.
Intensive investigation of composition and technique in painting with emphasis on the development of individual style. Student may work in various media. *Prerequisites:* Art 2, 3, 8, 9, or the equivalent. *May be repeated for credit.*

20. Painting II: Advanced. 3 hrs.
Continuation of 19. Students who have not completed 19 must have permission of the instructor. *May be repeated for credit.*

21. Printmaking. 3 hrs.
Emphasis is placed on the fundamentals of serigraph and related graphic processes. Areas studied will include relief and stencil techniques. *Prerequisites:* Art 2, 3, 5, 6.

22. Printmaking. 3 hrs.
May be taken as continuation of Printmaking 21 or as a separate course. Emphasis on intaglio processes: soft and hard ground etching, drypoint, aquatint, engraving, etc. Also study of experimental processes: collagraphy, lucite engraving, combined relief and intaglio techniques, etc. *Prerequisites:* Art 2, 3, 5, 6.

23. Survey of Art I: Ancient and Medieval. 3 hrs.
Historical study of architecture, sculpture, painting, and the minor arts of the western world. Art is presented as an objectification and record of man's major beliefs and ideas. *Prerequisites:* Humanities 1 and 2, or the equivalent.

24. Survey of Art II: Renaissance and Modern. 3 hrs.
Continuation of 23. *Prerequisite:* Humanities 1 and 2, or the equivalent.

25. Independent Study. Each 1-6 hrs.
Individual creative study in any of the technical areas of the department. *Prerequisites:* Art majors with senior classification and permission of the instructor. *One to six hours each semester but not more than six hours total.*

26. Independent Study. Each 1-6 hrs.
Individual creative study in any of the technical areas of the department. *Prerequisites:* Art majors with senior classification and permission of the instructor. *One to six hours each semester but not more than six hours total.*

Bible and Religion

Welliver, Bercovitz, Davis, Holmes

The courses in Bible and Religion contribute to education in the humanities through their consideration of man in terms of his religious insights, commitments and traditions. Such study of religion encompasses scriptural foundations, historical development, theological reflection and social-cultural expression. In keeping with the tradition of the college, Christianity receives particular attention as a basis for understanding the heritage of the Western world.

The major or minor is appropriate for persons preparing for professional theological study or church-related vocations. However, it is recommended for any student interested in man and his cultural development.

Requirement for Major:

24 semester hours with distribution among Biblical, historical, and theological studies. Students anticipating a major are advised to elect 1, 3, or 10 as their initial course. The program of study must be approved by faculty in the department.

Requirement for Minor:

15 semester hours

1. Introduction to Religion. 3 hrs.
Basic religious questions; exploration of religious approaches to questions of truth, value judgments, and problems of personal and social existence.

2. Introduction to the Bible. 3 hrs.
A study of the Biblical literature, its origin in the Jewish and Christian communities, and the literary

and cultural developments involved in its emergence as the norm of faith for those communities.

3. The Christian Tradition. 3 hrs.
A study of ideas and movements in Christianity; selected thinkers in the early and medieval periods of the church; the Reformation; Catholicism and Protestantism in the modern world.

4. Religion in America. 3 hrs.
Studies in the thought and forms of religious expression as they emerged within various aspects of American culture, including consideration of the mutual influence of religious and social institutions. Special attention given to recent developments in the church, ecumenical and nondenominational movements.

10. Old Testament Studies I. 3 hrs.
An examination of the history and religion of Israel in the pre-exilic period, with special attention given to Biblical perspectives and methods of study. This course is intended for majors and others planning additional study of the Bible.

11. Old Testament Studies II. 3 hrs.
Selected groups of Old Testament writings — prophets, psalms, wisdom and apocalyptic literature — beginning at the time of the Exile. *Prerequisite:* 1 or 10.

12. New Testament Studies I. 3 hrs.
The mission and message of Jesus as presented in the Synoptic Gospels; methods of interpretation. *Prerequisite:* 1 or 10.

13. New Testament Studies II. 3 hrs.
Early Christian faith and life, studies in writings selected from Pauline letters, Acts, Johannine literature, later epistles or Revelation. *Prerequisite:* 1 or 10.

14. Religious and Cultural World of the Bible. 3 hrs.
Examinations of religious and ethical ideas of the Biblical period. Selections will be made from materials from the Near East relevant to the Old Testament, intertestamental literature, or Jewish and Hellenistic background to the New Testament. *Prerequisite:* 1 or 10. *(Offered in alternate years.)*

15. Major Themes in Biblical Thought. 3 hrs.
Study of selected ideas in Biblical theology — such as man, sin and suffering, creation and world, faith, revelation, Christ and salvation, covenant, church and kingdom of God. *Prerequisite:* 1 or 10. *(Offered in alternate years.)*

20. Basic Christian Faith. 3 hrs.
An introductory study of basic elements of Christian theology. Emphasis is placed on the situation and interpretation of the Christian faith in the modern world. *Prerequisite:* one course in the department.

21. Modern Christian Thought. 3 hrs.
A comparison of several major systems of Christian theology and the exploration of some contemporary trends. The course is designed to show the broad divisions in theology and to introduce significant current issues. *Prerequisite:* one course in the department.

22. Christianity and the Social Order. 3 hrs.
A survey of the application of basic Christian principles to the social, economic, and international relations of the social order. *Prerequisite:* One course in the department.

23. Christianity and Modern Civilization. 3 hrs.
A survey of the inter-relationships between Christianity and modern civilization including science, education, art, and literature. *Prerequisite:* one course in the department. *(Offered in alternate years.)*

24. Major Religious Thinkers. 3 hrs.
Studies in the history of religious thought. The course will examine significant thinkers, trace a major religious concept in several historical expressions or investigate a period of special religious importance. The subject matter will vary from year to year.
Prerequisite: one course in the department.

25. Great Living Religions. 3 hrs.
A study of the great living religions of the world (Judaism and Christianity excepted), with their historical development and present trends.
Prerequisite: Sophomore standing, freshmen by permission.

30. Special Topics in Religion. Each 1-3 hrs.
Inquiry into selected issues in the field of religion or problems of interdisciplinary scope, pursued through special reading-research projects or seminar. The subject matter will vary from year to year.
Prerequisite: Permission of the instructor.

Greek

40, 41. New Testament Greek. Each 3 hrs.
Elementary Hellenistic Greek grammar oriented toward the reading of the Greek New Testament. This course may not be counted toward general education or included in the minimum hours required for a major or minor. *(Offered in alternate years.)*

42, 43. Readings in New Testament Greek. Each 1 hr.
Additional experience in translation and in using resources for philological study of the New Testament. *Prerequisite:* 40, 41. *(Offered in alternate years.)*

Christian Education

Carr, Davis, Stealey, Wilmoth

A major in Christian Education is designed to prepare students for graduate study and for full-time Christian vocations in various specialized ministries in, or related to, the Church. Students may elect to combine a minor in Christian Education with studies in Education or Sociology, leading to careers which combine such related emphases.

Requirement for Major:

25 semester hours, comprising all courses 1 - 9, supplemented by studies in Bible and Religion, and Philosophy.

Requirement for Minor:

15 semester hours, beginning with courses 1 and 2.

1, 2. Introduction to Christian Education. Each 3 hrs.
An introduction to the problems of Christian Education, by way of a study of historical backgrounds, progress and current developments.

3. The Bible in Christian Education. 3 hrs.
The significance of the Bible for nurture in the church, in relation to the capacities and needs of all age groups.

4. Leadership. 3 hrs.
A survey of new understandings in leadership and group dynamics. Detailed attention to the Church's program for developing leadership and making it effective.

5. Principles and Methods of Christian Education. 3 hrs.
The basic principles and methods of Christian Education as studied, and experienced in supervised situations, in various phases of the educational work of the church. *Prerequisite:* Educ. 9.

6. Worship. 3 hrs.
The nature and function of worship in adaptations for various age groups. The place of music, art, ritual and symbolism in worship.

7, 8. Directed Field Work. **Each 3 hrs.**
Supervised teaching and leadership experiences in a variety of church programs for all age groups: church school administration, organization and teaching; leadership education; kindergarten curriculum; vacation church and community schools; and specialized programs such as camping and drama.

9. Senior Seminar. **1 hr.**
Comprehensive review of the Christian Education curriculum, with focus on specific problems.

10, 11, 12, 13. The Christian Ministry. **Each 1 hr.**
Study and guided experiences in the modern role of the minister as preacher, pastor, priest, teacher, administrator and community figure. Open to student pastors and Christian vocations students.

14. Christian Education Seminar. **1-3 hrs.**
Investigation of selected problems, current trends and creative developments in Christian Education.

Biology

Weimer, Colson, Glencoe, Rossbach, Taylor, Varkey

The objectives of this department are: (1) to make available to students the cultural and practical values of biology, (2) to provide preprofessional training for students who plan to enter schools of dentistry, medicine, forestry, or other graduate schools, and (3) to provide adequate training for students who expect to become teachers of biology, laboratory technicians, or have other career objectives related to the field.

Requirement for Major:

24 semester hours, including 3,4, 26 or 27, and a sequence of other courses approved by the faculty of the department. Students majoring in biology must take Chemistry 1, 2 in their freshman or sophomore year. Chemistry 17, 18 is recommended. Mathematics 2, or two years of high school algebra with grade of B or A, is required.

Biology majors must take at least one course in the following fields:

Field Studies and Taxonomy: 8, 9, 11, 13, 14, 18, 20, 23.
Molecular Biology, Physiology, and Genetics: 15, 19, 21.
Structural and Developmental Biology: 7, 10, 16, 21.

Requirement for Minor:

14 semester hours, including 1,2 or 3,4.

1, 2. Biological Science. **Each 3 hrs.**
A survey of principles of biology, including consideration of all levels of organization, i.e., molecular and cellular structure, structure and functions of various bodily forms and their changes and inheritance, unity and diversity of life forms, and relationship of organism to environment. Course integrates botany and zoology. Passing grade first semester is required for admission to second semester's work. Laboratory work included.

3, 4. General Biology. **Each 4 hrs.**
A study of the structure and physiology of plants and animals and their relation to environment. A study of the fundamental principles of biology: 3 consists primarily of botany, but includes general principles concerning both plants and animals; 4 is Zoology. Students majoring in biology and/or planning to enter graduate schools of academic biology, medicine, dentistry, forestry, and related vocational fields should enroll in this course, not 1, 2. Those planning to teach in elementary and secondary schools may take either course. Those in the nursing program must take 1.

5, 6. Human Anatomy and Physiology. **Each 4 hrs.**
A study of the structure and function of the human body. Emphasis is placed upon the various systems and how they interact. Laboratory and lectures. *Prerequisites:* Biology 3, 4 or 1, 2 and Chemistry 1, 2 or 3, 4.

7. Comparative Anatomy **4 hrs.**
Relationships between the different groups of vertebrates are considered by detailed reference to organs, systems, and total structure. Laboratory involves dissection of several animals selected as types.
Prerequisites: Biology 3, 4 or 1, 2.

8. Dendrology. **4 hrs.**
A study of the trees of the North American Continent with emphasis on those of the Eastern Deciduous Forest, including systematic identification and economic importance of the species. A general introduction to forest ecology and basic silvical practices is also included. *Prerequisites:* Biology 3 or 1, 2.

9. Ecology. **4 hrs.**
A study of the relationships of plants and animals to their environment. The concepts of energy flow, ecosystems, communities, and population ecology (including man) will be discussed. Assigned readings and discussion of original source materials. Lectures, laboratories and field trips. *Prerequisites:* Biology 3, 4 or 1, 2 and Chemistry 1, 2.

10. Embryology. **4 hrs.**
A study of the production of germ cells, segmentation and development of the embryo, and growth of the principal organs and tissues in typical vertebrates. *Prerequisites:* Biology 3, 4 or 1, 2.

11. Entomology. **4 hrs.**
A study of insects, their structure, physiology, classification, and economic significance. Field trips. *Prerequisites:* Biology 3, 4 or 1, 2.

13. Field Biology. **3 hrs.**
A series of summer course offerings which will deal with biological concepts which can be treated effectively only by intensive field study. As topics will change from year to year, this course may be taken more than once with the approval of the professor and the head of the Biology Department. *Prerequisite:* Permission of the instructor.

14. Field Botany. **4 hrs.**
Principles of taxonomy. Identification and classification of higher plants, emphasizing those of West Virginia, and including treatment of geographical distribution, cytogenetics, economic significance, etc. Field trips. *Prerequisite:* Biology 3, 4 or 1, 2.

15. Genetics. **4 hrs.**
A study of the principles of inheritance and the nature of the genetic material. Emphasis upon contemporary developments. Training in laboratory procedures, statistical treatment of data, and logical interpretation of scientific research. *Prerequisites:* 3, 4 or 1, 2; Chemistry 1, 2 and Mathematics 1 or with consent of instructor.

16. Histology. **4 hrs.**
A study of animal tissues including a survey of techniques and laboratory practice in selected procedures. *Prerequisites:* Biology 3, 4 or 1, 2.

17. History of Biology. **3 hrs.**
A survey of biological discovery and thought from early to modern times. Contributions of certain men are selected for emphasis. Assigned readings in some original source materials, biographical and historical compilation, and other summaries of investigations and ideas. *Prerequisites:* Biology 3, 4 or 1, 2.

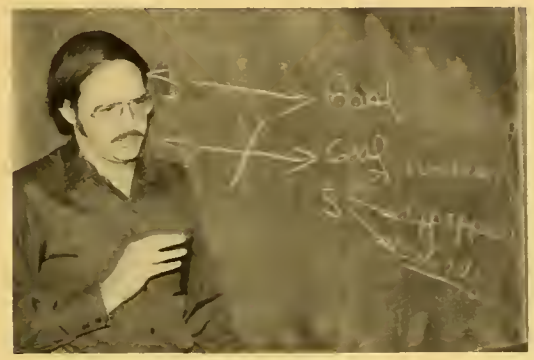
18. Invertebrate Zoology. **4 hrs.**
A systematic study of the invertebrate phyla with special emphasis on adaptations for various modes of existence. Lectures, laboratories and field trips. *Prerequisites:* Biology 3, 4 or 1, 2.

19. Microbiology. **4 hrs.**
A study of microorganisms such as bacteria, lower fungi, and viruses and their ecology, relationships to health, preparation and preservation of foods, use of water, agriculture, and industry. Training in laboratory techniques. A foundation course for students preparing for careers in medicine, medical technology, home economics, and board of health work. *Prerequisites:* Biology 3, 4 or 1, 2.

20. Parasitology. **4 hrs.**
A study of the morphology, life history, epidemiology, and pathogenicity of animal parasites affecting man and animals. Laboratory and lectures. *Prerequisites:* Biology 3, 4 or 1, 2.

21. Physiology. **4 hrs.**
Emphasis upon the operation of life at the levels of the cell and of the total organism. Strongly oriented toward molecular biology. *Prerequisites:* Biology 3, 4 or 1, 2, and Chemistry 1, 2, 17.

22. Plant Anatomy. **3 hrs.**
A developmental approach to a study of the anatomy of seed plants including some basics of plant em-



bryogenesis and morphogenesis. *Prerequisites:* Biology 1, 2 or 3.

23. Vertebrate Zoology. 4 hrs.
A study of the evolution, adaptations, and natural history of the vertebrates. Lectures, laboratories and field trips. *Prerequisites:* Biology 3, 4 or 1, 2.

24, 25. Individual Studies in Biology. Each 1-2 hrs.
Directed readings and/or special projects in specialized areas of the field. Designed to give students an opportunity to pursue particular areas of interest. Open to selected junior and senior students by approval of the professor concerned and head of Biology Department.

26, 27. Seminar. Each 1 hr.
Biological subjects read and discussed. Papers presented by members of the class on biological topics of interest. Current biological literature is especially considered.

28. Human Genetics 3 hrs.
A course in human genetics with emphasis on biology and genetics of race, genetics of behavior, and effects of a chemical based industrial society on the genetic future of man. Some laboratory work with Drosophila Melanogaster to illustrate the principles of genetics. Work with probability, and deriving and interpreting statistical data. Primarily for non-majors. May count toward major or minor with biology department approval. *Prerequisites:* Biology 1, 2 or 3, 4, or permission of the instructor.

Business Administration and Business Education

Ruhlow, Berisford, Craig, Gum, Jorgensen, Roth, Wallace

Education for a career in the business world must provide students with the intellectual competence to become successful, responsible, and creative business leaders. To this end the faculty seeks to develop in students both a thorough understanding of the diverse operational problems involved in a business world of changing dimensions, and insights into their solutions.

In an attempt to master the more specialized aspects of business, students are encouraged to explore social and other cultural values. The exacting demands which face the executive require that he possess more than a high degree of professional competence. He must have a broad grasp of general business fundamentals and a full awareness of the economic, social, and human forces which form the background against which his business career will be pursued. The curriculum is formulated upon the realization that an effective career in business leadership must be based upon a broad cultural foundation.

The courses offered meet the needs of those intending to enter one of the fields of business, pursue graduate study, or teach business subjects.

Business Administration Requirement for Major:

Four areas of concentration are possible for majors in this department: Accounting, General Business, Management, and Business Education. Psychology 5 (Business and Industrial Psychology) may be credited toward this major.

1. A concentration in Accounting consists of 45 hours, including Business Administration 1, 2, 3, 9, 10, 11, 18, 19, 20, 21, 22, 23; Business Education 1; Economics 9.
2. A concentration in General Business consists of 36 hours including Business Administration 1, 2, 3, 9, 10, 11; Business Education 1; Economics 9. The remainder of the courses (not necessarily courses in Business Administration) are to be determined by the

student and a faculty committee and/or advisor to fit the needs and interests of the individual student.

3. A concentration in Management consists of 45 hours, including Business Administration 1, 2, 3, 9, 10, 11, 13, 14, 15, 16, 17; Business Education 1; Economics 9.

4. A concentration in Business Education consists of Business Administration 1, 2, 10, 11; Business Education 1, 2, 7, 8, 9, 10, 11. Students who desire teaching certification have three choices of certificates for secondary school teaching. The specific requirements and the minimum standards for each may be found under Teacher Education Listings.

Requirement for Minor:

15 semester hours, including Business Administration 1, 2.

1. Principles of Accounting. **3 hrs.**
Introduction to the fundamental principles involving business transactions necessary for financial reporting. See Business Administration 2.

2. Principles of Accounting. **3 hrs.**
Continuation of Principles of Accounting 1. *Prerequisite:* Business Administration 1.

3. Marketing. **3 hrs.**
Introduction to marketing fields including consideration of market forces, structures, and functions.

4. Retail Merchandising. **3 hrs.**
Introduction to principles of retail merchandising and management, including selection of location, internal layout, departmentalization, control, and public relation.

5. Salesmanship. **3 hrs.**
Introduction to selling viewed from principles and practices, management, policy formulation, the selling process, selecting personnel and training.

6. General Insurance. **3 hrs.**
Introduction to principles underlying all forms of insurance. Theory of risk and its application to insurance.

7. Advertising. **3 hrs.**
Introduction to the study of advertising theory and application in various media.

8. Economics of Consumption. **3 hrs.**
A study of consumption, with special emphasis on its practical aspects. This course deals with merchandise values, labels, advertising, installment purchasing, insurance, rent, home ownership, and consumer protection policies. *Prerequisite:* Business Administration or permission of instructor.

9. Business Statistics. **3 hrs.**
Statistical methods applicable to business and economics including collection, analysis and interpretation of data. *Prerequisite:* Business Administration 2.

10. Business Law. **3 hrs.**
A general survey of law, emphasizing commercial law but covering also other legal subjects like divorce, torts and criminal law. *Prerequisite:* Business Administration 2.

11. Business Law. **3 hrs.**
Continuation of Business Law 10. *Prerequisite:* Business Administration 10.

12. Business Communications. **3 hrs.**
Focuses on principles and techniques involved in organizing ideas, decision-making, writing effective business letters, and presenting reports, both oral and written. *Prerequisite:* Business Administration 2.

13. Principles of Management. **3 hrs.**
The fundamentals of management underlying the organization and operation of business firms; governmental regulations of business practices. *Prerequisite:* Business Administration 2.

14. Managerial Accounting. **3 hrs.**
A survey of accounting principles from the viewpoint of management; income measurement; analysis of interpretation of accounting data; internal reports. Emphasis on how accounting information can be used as a guide in making decisions. *Prerequisite:* Business Administration 2.

15. Corporation Finance. 3 hrs.
The financial organization and management of the business corporation. *Prerequisite:* Business Administration 2.

16. Personnel Management. 3 hrs.
Personnel problems of operating management. Policy decisions and practices involving selection, recruitment, training, job analysis and evaluation, work load, motivation, remuneration, morale, discipline, personnel appraisals, management development and other areas. *Prerequisite:* Business Administration 2.

17. Labor-Management Problems. 3 hrs.
A survey of the chief labor problems encountered in American industry. *Prerequisite:* Business Administration 2.

18. Intermediate Accounting. 3 hrs.
A study of the fundamental principles of valuation and their implication in the preparation of financial statements. Special considerations given to accepted and alternative methods used in the accounting process. *Prerequisite:* Business Administration 2.

19. Intermediate Accounting. 3 hrs.
Continuation of Intermediate Accounting.
Prerequisite: Business Administration 18.

20. Income Tax Accounting. 3 hrs.
Emphasis on income tax provisions as they relate to the individual and the business enterprise.
Prerequisite: Business Administration 2.

21. Cost Accounting. 3 hrs.
Place of cost accounting in the general field of accounting. Emphasis is placed on accumulation, analysis, and control of costs. *Prerequisite:* Business Administration 2.

22. Cost Accounting. 3 hrs.
Continuation of Cost Accounting 21. *Prerequisite:* Business Administration 21.

23. Auditing. 3 hrs.
Work of accountant in investigating, interpreting and appraising accounting and related records.
Prerequisite: Business Administration 21.

24. Advanced Accounting. 3 hrs.
A study of partnerships, special sales procedures, consolidation, fiduciaries, governmental and institutional units, and acturarial science. *Prerequisite:* Business Administration 19.

25. Seminar in Business Administration. 3 hrs.
The student applies the knowledge acquired in basic business administration courses to analyze and solve specific business problems. *Prerequisites:* Business Administration 2, 12 additional hours in the field of Business Administration, and senior standing.

26. Quantitative Methods. 3 hrs.
A study of the applications of mathematical techniques to the solution of problems of business. Emphasis is placed on the use of methods and the related techniques used in the solution of problems that arise in modern business enterprises. *Prerequisite:* Business Administration 9.

Business Education

Requirement for Minor:

15 semester hours, including 2, 7, 8, 9, 10, 11.

1. Business Mathematics. 3 hrs.
Introduction to methods employed in rapid calculations of problems relevant to Business.

2. Office Machines. 2 hrs.
Operating rotary and electronic calculators in conjunction with problem-solving. *Prerequisite:* Business Education 1.

3. Shorthand. 3 hrs.
Introduction to theory and practice of the techniques of Gregg Shorthand, Diamond Jubilee Series.

4. Shorthand. 3 hrs.
Continuation of Shorthand 3. *Prerequisite:* Business Education 3.

5. Typewriting. 2 hrs.
Introduction to development of skills that lead to efficient typewriting.

6. Typewriting. **2 hrs.**
Continuation of Typewriting 5. *Prerequisite:* Business Education 5.

7. Shorthand. **3 hrs.**
Dictation and transcription with emphasis on speed building and production of accurate and attractive transcripts. Includes two hours of laboratory practice per week designed to meet the individual interests and goals of students. *Prerequisite:* Business Education 4.

8. Shorthand. **3 hrs.**
Continuation of Shorthand 7. *Prerequisite:* Business Education 7.

9. Typewriting. **2 hrs.**
Emphasis on modern typewriting techniques and the development of speed and accuracy. *Prerequisite:* Business Education 6.

10. Typewriting. **2 hrs.**
Continuation of Typewriting 9. *Prerequisite:* Business Education 9.

11. Secretarial Practice. **3 hrs.**
Designed to develop proficiency in office procedures. *Prerequisites:* Business Education 2, 7, 9.

A.A. Degree — Secretarial Science

The secretarial studies program leads to an A.A. degree which can be completed in two years (consisting of a minimum of 64 hours), or the courses may be applied toward the B.S. degree in the four-year program in business education. Students must complete 32 hours in residence excluding credit by examination and/or advanced placement. 9 of the required 12 hours in business administration must be taken in residence. There are three fields of specialization: Executive Secretary, Legal Secretary, and Medical Secretary.

The following courses are required for students who wish to qualify for management level secretarial positions:

Humanities 1	4
English 1	2
Accounting 1-2	6
Shorthand 3-4	6
Typewriting 5-6	4
Business Math 1	3
Bible or Philosophy	3
Economics 2	3
Psychology 1 or Social Science 1	3-4
Business Law 10	3
Shorthand 7-8	6
Typewriting 9-10	4
Office Machines 2	2
Secretarial Practice 11	3
Business Communications 12	3
Physical Education	2
Electives	6

Electives — 6 hours: For students who wish the Medical Field of specialization, electives should include Biological Science, 6 hours; for students who wish the Legal Field of specialization, electives should include 3 additional hours of Business Law and 3 hours of American Government.

Shorthand 7 and 8 include two laboratory sessions per week in which students may work on specialized dictation and transcription of executive, legal, or medical terminology and material.

Students who enter the program with shorthand-typewriting backgrounds may have as many as 10 additional hours for electives. Students are encouraged to take Speech 1 as one of these electives.

Chemistry

Capstack, Hamner, Holloway, Richter, Wolfe

The Chemistry Department provides a background of chemical science to meet the needs of a variety of students pursuing a variety of careers. The introductory and general courses are general studies courses in science suitable for any student; these and other courses are utilized to provide the chemistry needed for degree programs dependent on chemistry. Two degree programs are offered in chemistry. The department prepares students to enter professional schools in such areas as medicine and dentistry; it prepares chemists to enter the chemical profession directly or to attend graduate school; and it trains chemistry teachers. Three years of high school mathematics and high school chemistry are recommended prerequisites for elementary courses.

Requirement for a Bachelor of Science Major:

40 semester hours of chemistry including 1, 2, 9, 10, 11, 12, 13, 14, 16, 17, 18, 27; two credit hours of laboratory at the senior level; German 1, 2, 3, 4, 5, and Physical Science 5, 6.

Requirement for a Bachelor of Arts Major:

24 semester hours including 1, 2, 9, 10, 11, 13, 27.

Requirement for Minor:

15 semester hours including 1, 2.

1, 2. Introductory Chemistry. **Each 4 hrs.**
An introduction to the language and general principles of chemistry designed to form a sound foundation for the student interested in the natural sciences and/or pursuing additional courses in chemistry. Consists of two lectures, one recitation section, and laboratory.

3, 4. General Chemistry. **Each 4 hrs.**
A terminal course in general chemistry designed to meet the needs of students pursuing degrees in fields other than in the natural sciences. Consists of two lectures, one recitation section,and laboratory.

9, 10. Organic Chemistry. **Each 4 hrs.**
Theory and practice of organic chemistry, including qualitative organic analysis. *Prerequisites:* Chemistry 1, 2.

11, 12. Intermediate Chemistry. **Each 2 hrs.**
Theories of chemical syntheses and equilibria including calculations, errors, and analyses by both classical and instrumental methods. *Prerequisite:* Chemistry 2.

13, 14. Intermediate Chemistry Lab. **Each 2 hrs.**
Laboratory course to include preparation of chemical compounds and qualitative and quantitative analysis by volumetric, gravimetric, and instrumental methods. *Prerequisite:* Chemistry 2. *Corequisite:* Chemistry 11, 12.

15. Biochemistry. **3 hrs.**
A study of the properties and reactions of elements and compounds of importance in living organisms. *Prerequisite:* Chemistry 9, 10. (Students of dietetics and nursing may be admitted with fewer prerequisites. Consult faculty of the department).

16, 17. Physical Chemistry. **Each 3 hrs.**
An introduction to the physical laws of chemistry and their application to chemical systems.
Prerequisites: Chemistry 2; Mathematics 7; Physics 6.

18. Instrumental Analysis. **2 hrs.**
A study of the principles and techniques for the commonly used methods of instrumental analysis.
Prerequisite: Chemistry 10, 12, 17.

19, 20. Advanced Chemistry. **Each 2 hrs.**
Concepts and theories of chemical structure and their relationships to chemical and physical properties.
Prerequisites: Chemistry 10, 12, 14, 17.

21, 22. Advanced Chemistry Lab. **Each 1 hr.**
Laboratory application of the theories discussed in advanced chemistry courses. *Prerequisites:* Chemistry 17, 14, 10.

25. Special Topics in Chemistry. **1-2 hrs.**
The study of selected areas of chemistry pursued by the student independently with the guidance of a faculty member. Open to highly qualified junior and senior chemistry majors who obtain formal departmental approval.

26. Research. **Variable credit**
Reading and laboratory work on an original problem and report thereon. Open to *selected* seniors who have completed creditably at least three years of Chemistry.

27. Seminar. **Each 1 hr.**
For advanced students in chemistry and physics.

Economics

Bayard, Nair

The courses in economics are designed to provide the student with an adequate understanding of economic principles and problems; to give a good economic background to students interested in business, finance, government, law, teaching and other related fields; and to meet the more specific needs of economics majors.

Requirement for Major:

24 hours including 2, 3, 6, 10, 11. Majors are required to take in addition one semester of statistics and one semester of computer language because of the increased use of quantitative methods in economic research and analysis. These two courses, however, will not count toward the 24-hour requirement. Labor Problems (Business 20) may be taken for economics credit with the consent of the department chairman.

Requirement for Minor:

15 semester hours including 2, 3 and six hours selected from the following: 6, 7, 8, 10, 11, 12, 13.

1. Economic Geography. **3 hrs.**
World production of commodities: geographical distribution of resources and industries; world trade and transportation.

2, 3. Principles of Economics. **Each 3 hrs.**
A general introduction to the field of economics. Particular attention is given to the nature and scope of both macroeconomics and microeconomics, the use of basic tools of economic analysis, the study of simple theoretical models and the examination of major economic problems and policies. (With the consent of the instructor, 3 may be taken before 2.)

4. Comparative Economic Systems. **3 hrs.**
A comparative study of major systems of economic organization, of both the free enterprise and controlled varieties; laissez faire and mixed capitalism, communism, market socialism, fascism. Emphasis is on theoretical-analytic rather than institutional aspects. *Prerequisites:* 2, 3.

5. Economic Problems of Latin America. 3 hrs.
An analysis of problems encountered by peoples of Latin America in making a transition from pre-modern to modern economics. Emphasis is on techniques of stimulating development. *Prerequisites:* 2, 3.

6. History of Economic Thought. 3 hrs.
A study of the development of economic thought from mercantilism to the present day. Contributions of great economists to economic analysis and their bearing on current theory and policy are emphasized. *Prerequisites:* 2, 3.

7. International Economics. 3 hrs.
An analysis of the various models of international trade theory and of the forces and institutions affecting the economic relations of modern nations. Attention is given to the problems of international movements of goods and productive factors, to the foreign economic policies of the United States, and to world monetary problems. *Prerequistes:* 2, 3.

8. Introduction to Econometrics. 3 hrs.
Mathematical formulation of microeconomic and macroeconomic models. Statistical estimation and verification of economic parameters. *Prerequisites:* 11, 12 and a course in statistics.

9. Money and Banking. 3 hrs.
A study of the money and credit aspects of a money economy, especially of the U.S. economy, of monetary theories, and of the problems of monetary policy. *Prerequisites:* 2, 3.

10. National Income Analysis. 3 hrs.
A study of modern income and employment theory. Analysis of the determinants of such aggregate economic magnitudes as national income, employment, price level, etc. Particular attention is given to the current theoretical and policy controversies. *Prerequisites:* 2, 3.

11. Price Theory. 3 hrs.
A theoretical analysis of the principles of pricing in commodity and resource markets under different market structures. Examination of utility, demand, cost and production functions. Income distribution theory. Basic principles of linear programming. *Prerequisites:* 2, 3.

12. Public Finance. 3 hrs.
Outline of the major fiscal systems. Budgets, sources of revenue, expenditures. Problems of assessment, tax collection, public debt. Modern theories and practice of public finance. *Prerequisites:* 2, 3.

13. Regional and Environmental Economics. 3 hrs.
An analysis of the forces affecting the employment in and growth of sub-national areas. Special emphasis is given to the problems of West Virginia and to the problems arising out of environmental damage caused by economic activity. *Prerequisites:* 2, 3.

14. Theory of Economic Growth and Development. 3 hrs.
The major theories of economic growth: Classical, Marxian, Schumpeterian, Keynesian, Domarian. Some simple dynamic models of economic development. Obstacles to and requirements for economic development. Agriculture, industry, foreign trade, population and other basic problems facing today's less developed countries. Development planning and other development policies. *Prerequisites:* 2, 3.

15, 16. Readings in Economics. Each 2 hrs.
Directed readings on a topic of interest to the student and acceptable to his instructor. Periodic conferences with the instructor. *Prerequisite:* Major or minor in economics having completed at least 15 credit hours in economics.

17. Seminar. 3 hrs.
Intensive study of selected topics and problems. Research papers presented by members of the class. Open only to economics majors and minors having completed at least 12 hours in economics.

Education

Ivey, Burgess, Coston, Emery, Hughes, Nickell, Rollins, Stealey, Wilmoth, Yount

Courses offered in Education are designed to help students preparing to teach to acquire the professional understanding and skills necessary for success in teaching, and to meet requirements for certification in West Virginia and other states. West Virginia Wesleyan College attempts to equip prospective teachers with a thorough professional education, ample mastery of the subject matter to be taught, a breadth and richness of liberal culture, and a Christian view of the dignity and worth of human personality.

The program enables students to meet requirements for elementary and secondary certificates in this and other states, and for the West Virginia *public school certificate* (valid on both elementary and secondary levels). The public schools of the area afford opportunities for directed observation and teaching. All students in the field of Education should plan the work of every semester under the direction of the Faculty of Education.

Requirement for Secondary Education Major:

25 semester hours in Education meeting requirements of the Teacher Education Program of the College, including Education 1, 6, 9 and the secondary block consisting of Education 17, 19, 21 and 23. *(See Teacher Education Program).*

Requirement for Elementary Education Major:

28 semester hours in Education meeting requirements of the Teacher Education Program of the College, including Education 1, 6, 9, 14 and the elementary block consisting of Education 16, 18, 20 and 22. *(See Teacher Education Program).*

Requirement for Early Childhood Education Major:

37 semester hours of Education meeting requirements of the Teacher Education Program of the College, including Education 1, 4, 5, 6, 9, 11; Speech 3; Home Economics 3; and the Elementary Block consisting of Education 16, 18, 20 and 22. *(See Teacher Education Program).*

1. Foundation of Education. 3 hrs.

Introductory course in the professional sequence for all who plan to teach. Affords opportunity for the student to explore the demands and expectations in the various teaching fields and to analyze his capabilities for successful achievement in the teaching profession. Includes appropriate educational field experience. A study of the philosophical, psychological, sociological, and historical foundations of education.

2. Reading and Study Development. 2 hrs.

An introductory course in the processes involved in reading and studying, designed to help students increase the effectiveness of their own reading and studying. Attention will be given to methods of reading in various disciplines, techniques of note-taking, test-taking, and development of flexibility in reading. Opportunity will be given to improve comprehension, vocabulary, and rate of reading.

3. Reading and Study Development Laboratory Practicum. 1 hr.

An individualized laboratory experience designed to allow each student to strengthen reading, writing or study skills. *Prerequisites:* Reading and Study Development Course and recommendation from the Director of the Learning Center.

4, 5. Curriculum of Early Childhood Education. Each 3 hrs.

Emphasis to be placed on interrelatedness of subject matter areas — language arts, sciences, social studies, safety and health, and the creative arts. The developmental sequence and suggested teaching activities and experiences will be discussed in each area. The first semester will also carry an emphasis on the interrelatedness of early childhood characteristics and the teaching-learning process. *Prerequisites:* Educ. 1, 6, 9.

6. Educational Psychology. **3 hrs.**
A study of the underlying and interrelated factors affecting the total development of human beings as complex and dynamic personalities. This course concentrates on learning theories and educational psychology. Includes appropriate educational field experience. Sophomore standing required and admission to the Teacher Education program.

7. Guidance in the Public Schools. **3 hrs.**
Designed to familiarize the prospective teacher with methods, procedures, and techniques of guidance at both the elementary and secondary school levels. Individual and group guidance procedures for helping children to meet and solve their problems in the public schools are discussed. *Prerequisites:* Educ. 6, 9.

8. History of Education. **3 hrs.**
A survey of the history of educational theory and practice. *Prerequisites:* Educ. 1, 6, 9.

9. Human Growth and Development. **3 hrs.**
A study of the underlying and interrelated factors affecting the total development of the human being. This course is basically concerned with facts and theories of developmental psychology. Sophomore standing required and admission to the Teacher Education program.

10. Media and Technology. **3 hrs.**
Provides experience in developing effective instructional techniques through the use of audio-visual materials. Additional time is required for student participation in laboratories dealing with the operation and utilization of equipment. Selection procedures are explored on a group and individual basis.
Prerequisite: Educ. 1.

11. Organization and Administration of Early Childhood Education. **3 hrs.**
Emphasis will be placed upon details essential to the organization of a good program for children — records and reports, physical facilities and equipment, working with exceptional children, and the role of the parent. *Prerequisites:* Educ. 1, 4, 5, 6, 9.

12. School Administration and Management. **2 hrs.**
The purpose of this course is to assist prospective and in-service teachers in understanding those relationships and responsibilities which extend beyond their classroom duties and are essential for successful teaching: teachers' relationships to the principal, the school board, the community; faculty relationships; school laws; schedules, programs, reports, salaries, and other statistics. *Prerequisites:* Educ. 1, 6, 9.

13. Special Methods. **2 hrs.**
Methods for teaching student's specialized teaching field are examined including basic content areas. Attention is given to lesson and unit planning with selection of appropriate age level materials.

14. The Teaching of Reading. **3 hrs.**
A course designed primarily for prospective and in-service teachers. Special attention is given to such aspects of the reading program as readiness, planning the reading lesson, diagnosing reading difficulties, remedial reading, and types of reading materials. *Prerequisites:* Educ. 1, 6, 9. Recommended only during the semester immediately prior to entering the Block Program.

15. Tests and Measurements. **3 hrs.**
An introduction to educational measurement and evaluation. Construction, selection, and use of various types of tests. Interpretation of test results. *Prerequisites:* Educ. 1, 6, 9. Offered in summer only.

16. Curriculum of the Elementary School. **3 hrs.**
To orient students to the basic theory related to the development of the curriculum of the elementary school, the meaning of curriculum, purpose as a basis for developing curriculum, fundamental principles for teaching basic skills. *(Elementary School Education Block).*

17. Curriculum of the Secondary School. **3 hrs.**
To orient students to the basic theory related to the development of the curriculum of the secondary school. To study the meaning of curriculum; purpose as a basis for developing curriculum; fundamental principles for teaching basic skills with special emphasis on teaching of reading; methods and procedures for organizing teaching-learning situations so that group control is established and maintained, and self-discipline on the part of the individual is fostered. *(Secondary School Education Block).*

18. General Methods of Teaching in the Elementary School. **5 hrs.**
Methods of teaching the language arts, mathematics, science, and audio-visual aids. Discipline, guidance and reporting of pupil progress are examined. Special attention is given to unit planning and the area of measurement and evaluation. *(Elementary School Education Block).*

19. Measurement and Evaluation. **2 hrs.**
A course to acquaint the student with the tabulation and classification of data concerning pupils in their classroom; to familiarize the student with the various types of measures, and with the body of subject matter related to test construction; to enable the student to construct, administer and evaluate tests in his area of specialization; to acquaint the student with the history and development of testing, measurement and evaluation. *(Secondary School Education Block).*

20. Methods and Materials of Teaching the Social Studies. **2 hrs.**
A brief review of the content of the social studies taught in elementary grades correlated with the aims, methods, and devices for teaching this subject matter. *(Elementary School Education Block).*

21. Principles and Methods of Teaching in Secondary Schools. **5 hrs.**
A survey of the purposes and problems of secondary education combined with approved management techniques and teaching methods with emphasis on utilization of audio-visual aids. *(Secondary School Education Block).*

22. Student Teaching in the Elementary School. **6 hrs.**
Teaching in the Elementary School under the supervision of a selected professional teacher. Total involvement in the school program is obtained by all-day assignment to the teaching responsibilities. Observations, reports, preparations of lesson plans, group and private conferences and analysis of child growth and development are stressed. *(Elementary School Education Block).*

23. Student Teaching in the Secondary School. **6 hrs.**
Teaching in the Secondary School in one or more of the student's teaching fields. Total involvement in the school program is obtained by all-day assignment to the teaching responsibilities. Test examination, observations and reports, preparation of lesson plans, group and private conferences. *(Secondary School Education Block).*

24. Seminar. **1-3 hrs.**
Investigation of current problems in education. Open only to advanced students enrolled in the teacher education program.

25. Independent Study. **1-3 hrs.**
Directed readings and or special projects in specialized areas of education. Open to selected Juniors and Seniors. Approval of professor and Chairman of Department required.

26. Areas of Exceptionality in Special Education. **3 hrs.**
A guided survey of the areas of exceptionality in the field of Special Education, namely: emotionally dis-

turbed, physically handicapped, speech and language, visually impaired, hearing impaired, mentally retarded, gifted, and learning disabled.

27. Education of Exceptional Children 3 hrs.
A survey of Special Education designed to acquaint the student with the research and issues in the field as well as assessment devices and classroom management techniques.

28. Education of the Mentally Retarded 3 hrs.
An in-depth investigation of the field of mental retardation. It analyzes the definition, characteristics, and causes of mental retardation. Emphasis is placed on learning and development, intelligence, specific legislation, programs, and the various social agencies related to the field of mental retardation.

29. Diagnosis, Prescription and Assessment Techniques 3 hrs.
An in-depth investigation of and involvement in the diagnosis, prescriptive and assessment techniques used in teaching the mentally retarded. Emphasis is also accorded the prevention of and treatment for mental retardation.

30. Curricular Approaches, Materials and Methods for the Mentally Retarded 3 hrs.
An in-depth investigation designed to acquaint the teacher trainee with those essential curricular approaches, materials and methods utilized in reading, perception, speech and language, spelling and handwriting.

31. Applied Practicum in Mental Retardation. 3 hrs.
A field-research practicum intended to actively involve the teacher trainee, through analogous and equivalent practice in the application and synthesization of previously learned concepts.

32. Student Teaching Experience In Mental Retardation 3 hrs.
A minimum four week full-time student teaching experience in public school setting in a fully certified program with a licensed special education teacher. The experience is designed to provide the teacher trainee with the opportunity to blend theory into practice through the application of those concepts and skills essential in designing instructional approaches for the mentally retarded.

33. Special Topics. 1-3 hrs.
An examination of a selected topic. Initiated either from the special interest of the department members or in response to contemporary student interest.

Graduate Courses

100. Curriculum Development.
Provides the experienced teacher with an opportunity to develop and analyze short and long term curriculum plans utilizing the major foundations, learning theories, and patterns of curriculum organization.

101. Educational Research.
Explains various theories involved in scientific method and the research techniques employed in educational investigations.

102. Analysis Of Teaching.
Provides experienced teachers an opportunity for investigating and analyzing roles, styles, strategies, methods, and models of teaching.

200. Prescriptive Reading.
Acquaints the student with methods, materials, and research related to techniques of teaching reading, especially the prescriptive technique.

201. Teaching Elementary School Mathematics.
Present content, methodology and instructional materials for a contemporary elementary school mathematics program. Stresses use of learning theories and deals with motivation, readiness, evaluation, and individual differences in selecting, organizing, and presenting mathematical content for elementary children.

202. Teaching Elementary School Science.
Explores the objectives, methods, and instructional emphases of elementary school science. Stresses study and application of various learning theories.

Teacher Education Programs

The following course of study is West Virginia Wesleyan's Teacher Education program. All students expecting to receive college recommendation for a teaching license must meet these requirements prior to graduation. Exceptions cannot be made.

General Requirements:

The programs of study outlined on the following pages are designed for training Mental Retardation (grades 1-6), Early Childhood (grades NK-8), elementary (grades 1-9), public school (grades 1-12), and secondary (grades 7-12) teachers. The student will be eligible for graduation and recommendation for a teaching certificate when he completes one of these programs and:

1) In the case of a public school or secondary program completes one comprehensive or *two* teaching fields as outlined in this catalog.

2) Has a scholarship average of at least 2.00 (C average) on the total number of collegiate credits attempted, 2.00 on credits attempted at Wesleyan only, 2.00 in professional education credits attempted, 2.00 in directed teaching, and in the case of the public school and secondary programs a 2.00 in each of the teaching fields.

Students must have completed 16 to 29 hours of *prescribed* courses with a 2.00 average in one field to qualify for a Professional Certificate valid in grades 1-9.

3) Has demonstrated that he has the ability to teach at the grade levels for which he is preparing *and that his character and personality are such that he can be recommended unreservedly* for a teaching certificate.

4) Admission to the Teacher Education Program.

Elementary education courses will not be counted toward completion of a secondary program, or vice versa. It is the responsibility of the student to be sure that the education courses he selects are applicable to his field of training.

Certification Requirements

Elementary Program (Valid in Grades 1-9). Must develop one Subject Specialization consisting of 16 to 29 semester hours (see Subject Specializations listing at end of this section):

128 hours minimum required for graduation including: *Professional Education* (Educ. 1, Educ. 9, Educ. 6, Educ. 14 and Block Semester); *English* (Eng. 1 and Lib. Sci. 2); *Social Science* (Hist. 1, 2, Hist. 8, Social Science core); *Science and Mathematics* (Biology 1, 2 or 3, 4; Phys. Sci. 9, Phys. Sci. 7, 8, Math 5, Math Elective with 1, 2, or 4 suggested); *Art and Music* (Art 7, Music 5); *Humanities* (Hum. 1, 2); *Health and Physical Education* (4 hrs. general phys. ed.; Phys. Ed. 6, Phys. Ed. 13, Phys. Ed. 20); *Bible or Religion* (3 hr. Elective); *Philosophy* (3 hr. Elective); *Speech* (Speech 1 or 2).

Early Childhood Education (Valid in Grades N-K through 8). Students desiring this course of study will take the same program listed for the Elementary Program with the following exceptions:
1) no Subject Specialization in grades 5-9 is required;
2) the following courses are required: Home Econ. 3; Educ. 4, 5; Educ. 11; Speech 5.

Special Education — Mental Retardation (Valid in grades 1-6). Students desiring this course of study will take the same program listed for the Elementary program with the following exceptions:
1) no Subject Specialization in grades 5-9 is required;
2) the following courses in MR are required: Educ. 26, 27, 28, 29, 30, 31, and 32.

High School Program (Valid in Grades 7-12). Must also develop one Comprehensive or Two Teaching Fields (see listing below). The high school program is also valid in Grades 1-12 for students desiring to be specialists in Art, Music, modern foreign languages, or Physical Education.

128 hours minimum required for graduation including: *Professional Education* (Educ. 1, Educ. 9, Educ. 6 and Block Semester); *English* (Eng. 1); *Social Science* (6 hr. sequence of any one of the following: Econ. 2, 3; Govt. 1, 2; Hist. 1, 2; Hist. 21, 22; in addition to Social Science Core); *Science* (any one sequence from the following: Biol. 3, 4; Biol. 1, 2; Chem. 1, 2; Chem. 3, 4; Phys. Sci. 1, 2; 3, 4; 10, 13; Phys. Sci. 5, 6; Phys. Sci. 1, 2) in addition to Math 1, 2, or Math 4; *Humanities* (Hum. 1, 2); *Health and Physical Education* (4 hrs. gen-

eral phys. ed.; Phys. Ed. 6); *Bible or Religion* (3 hr. Elective); *Philosophy* (3 hr. Elective); *Speech* (Speech 1 or 2).

Secondary Teaching Fields

ART (requires an additional field in grades 7-9 or 7-12): Art 2, 3, 4, 5, 8, 9, 10, 12, 16, 23, 24 and 6 hrs. Electives (33 hours total).

ART-Comprehensive field, Grades 1 through 12: Art 2, 3, 4, 5, 6, 8, 9, 10, 12, 17, 23, 24 and 6 hrs. Electives (40 hours total).

BUSINESS EDUCATION - Comprehensive field: Bus. 1, 2, 10, 11; Econ. 2, 3, 9; Bus. Educ. 1, 2, 7, 8, 9, 10, 11; and 8 hrs. of Electives (47 hours total).

BUSINESS PRINCIPLES (requires an additional field in Grades 7-9 or 7-12): Bus. Admin. 1, 2, 3, 10, 11; Bus. Educ. 1, 2, 9, 10; Econ. 2, 3; and 3 hrs. of Electives (33 hours total).

BUSINESS: SECRETARIAL STUDIES (requires an additional field in Grades 7-9 or 7-12): Bus. Educ. 1, 2, 7, 8, 9, 10, 11; Bus. Admin. 1, 2, 10, 11; and 3 hrs. of Electives (33 hours total).

LANGUAGES — Grades 7-12 or 1-12: French (requires an additional field in Grades 7-12 or 7-9) includes French 1, 2, 5, 6, 11, 12, 13, 14, 15, 16 (30 hours total unless student is given advanced placement for high school work covering equivalent content).

LANGUAGE ARTS — Comprehensive field: Eng. 1, 6, 7, 8, 12, 13, 15, 23, 24 and 3 hr. Elective in English; Speech 1, 4; Dramatic Arts 2, 6, 7, 12 (50 hours total).

ENGLISH (requires an additional field in Grades 7-9 or 7-12): Eng. 1, 6, 7, 8, 12, 13, 23, 24 and 6 hrs. Electives in Literature; Speech 1 (36 hours total).

HEALTH EDUCATION — Grades K-12 (requires an additional field): Biol. 1, 2; Psych. 3; Home Ec. 2; Phys. Ed. 2, 5, 6, 12, 13, 15, 16 and 19 (only for those whose first teaching field is health). (26 to 29 hours total). NOTE: Health and Physical Education combination teaching fields suggested because many courses overlap and meet both requirements. However, either Health or Physical Education can be chosen as a first or second field and a totally unrelated area can be chosen as the other field.

HOME ECONOMICS — Comprehensive field: Home Ec. 1, 2, 3, 4, 5, 6, 7, 9, 12, 15, 18, 19, 20, 22, 23; Bus. Admin. 8; Soc. 10; and 1 hr. Independ. Study (50 hours total).

LIBRARIAN — Grades 7-12 or 1-12 (requires an additional field in grades 7-9 or 7-12): Lib. Sci. 1, 2, 3, 5, 6, 7, 8, 9, 10; Educ. 10 (29 hours total).

MATHEMATICS — Comprehensive field: Math 2, 3 (advanced placement possible), 6, 7, 9, 10, 11, or 13 and 7 hrs. Electives (30 hours total).

MATHEMATICS — (requires an additional field in Grades 7-12): Math 2, 3 (advanced placement possible but six additional hours must be selected), 6, 7, 9, 10 (20 hours total).

MUSIC — Comprehensive field, Grades 7-12 or 1-12: Music 1, 2, 3, 6 and 7 (non-voice majors), 8, 9, 10, 11, 12, 13, 14, 17 (voice majors only), 20, 21, 25, 26, 27, 30, 31, 34, 43 plus 14 hrs. Applied Music in Major area, 4 hrs. Piano (non-majors), and 4 hrs. ensemble (68-72 hours total).

PHYSICAL EDUCATION — Grades K-12 (requires an additional field in Grades 7-9 or 7-12 or the Elementary Education diversified specialization): Phys. Ed. 1 (swimming, gymnastics, tumbling, team sport activity, individual sport, 1 hr. dance for men, 1 hr. modern dance and 1 hr. another dance form for women); Phys. Ed. 3, 4, 5, 7, 10, 11, 13, 14, 17, 18, 20, 21, 22, 24 or 25 (for men), 26 or 27 (for women). (46-47 hours total).

PHYSICAL EDUCATION — Grades 7-12 (requires an additional field in Grades 7-9 or 7-12): Phys. Ed. 1 (swimming, gymnastics, tumbling, team sport activity, individual sport, 1 hr. dance for men, 1 hr. modern dance and 1 hr. another dance form for women); Phys. Ed. 4, 5, 10, 11, 13, 14, 17, 18, 21, 22, 24 and 25 (for men), 26 and 27 (for women). (38-39 hours total).

SCIENCE: BIOLOGICAL AND GENERAL SCIENCE — Comprehensive field: Biol. 3, 4, 14 or 19; 4 hrs. from Biol. 7, 10, 11, 18, 20, 23; 6 hrs. Electives in

Biology; Chem. 1, 2, or 3, 4; Phys. Sci. 5, 10, 13 (40 hours total). Students desiring to qualify in Biology only may omit Astronomy, Geology, and Physics but will be required to complete a second field in Grades 7-9 or 7-12.

SCIENCE: CHEMISTRY AND GENERAL SCIENCE — Comprehensive field: Chem. 1, 2, 9, 10, 11, 13, 16; Biol. 1 or 3; Phys. Sci. 5, 6, 10, 13 (40-41 hours total). Students desiring to qualify for Chemistry only may omit Biology, Geology, and Astronomy but will be required to complete a second specialization in Grades 7-9 or 7-12.

SCIENCE: PHYSICAL AND GENERAL SCIENCE — Comprehensive field: Phys. Sci. 5, 6, 10, 12, 13, 18, 19, 21, 22, 24; Chem. 1, 2; Biol. 3 (39 hours total). Students desiring to qualify for Physics only may omit Biology, Geology, and Astronomy, but will be required to complete a second field in grades 7-9 or 7-12.

SOCIAL STUDIES — Comprehensive field: Hist. 1, 2, 8, 21, 22, 41, 3 hr. Elective in European History, 3 hr. Elective in Non-Western History; Govt. 1, 2; Econ. 1, 2, 3; Soc. 1, 2; Phys. Sci. 9 (48 total hours).

SPEECH — (requires an additional field in Grades 7-9 or 7-12): Speech 1, 3, 5, 7, 8, and 9; Dram. Arts 1, 5, 10, 11, 12, and 16 (33 total hours).

Subject Specializations (Grades 5-9 and 7-9)

ART — Art 2, 3, 5, 8, 9, 23, 24 and 3 hr. Elective from Art 4, 10, 21. (24 total hours).

FRENCH — French 1, 2, 5, 6 and 12 hr. Electives. Advanced placement possible based on proficiency (24 total hours).

HOME ECONOMICS — Home Ec. 3, 4, 5, 9, 12, 15, 18, 20 and 3 hr. Elective (24 total hours).

LANGUAGE ARTS — Humanities 1, 2; Eng. 1, 7, 8, 12, 13; Speech 1; Lib. Sci. 2 (27 total hours).

MATHEMATICS — Math 2, 3, 4, 6, 10. Advanced placement possible based on proficiency (16 total hours).

MUSIC (Vocal) — Music 1, 2, 26, 27, 31, 43, 4 hrs. in Voice, 2 hrs. in Piano, 2 hrs. of Ensemble participation with or without credit. (28 total hours). NOTE: Students in the Elementary Education program electing a music specialization will not take Music 5.

MUSIC (Instrumental) — Music 1, 2, 26, 27, 30, 43, 4 hrs. in Instrumental Applied Music, 2 hrs. in Piano, 2 hrs. of Ensemble participation with or without credit. (28 total hours). NOTE: Students in the Elementary Education program electing a music specialization will not take Music 5.

PHYSICAL EDUCATION — Phys. Ed. 1 (swimming, gymnastics, tumbling, team sport activity, individual sport, 1 hr. dance (men), 1 hr. modern dance and 1 hr. another dance form (women); Phys. Ed. 4, 5, 10, 13, 17, 24 or 25 for men, 25 or 26 for women (23 total hours).

SCHOOL LIBRARIAN — Lib. Sci. 1, 2, 3, 5, 6, 7, 8, 9, 10; Educ. 10 (29 total hours).

SCIENCE — Biol. 1, 2; Phys. Sci. 5, 10, 13; Chem. 1, 2, or 3, 4 (24 total hours).

SOCIAL STUDIES — Hist. 1, 2, 8, 21, 22; Soc. Sci. 1; Soc. 2; Phys. Sci. 9 (24 total hours).

SPEECH — Speech 1, 3, 4, 5, 8; Dram. Arts 12; 3 hr. Elective in Speech Communication (20 total hours).

Master of Arts in Teaching Programs

The M.A.T. degree is available for elementary teachers with a major emphasis in classroom teaching and for secondary teachers with a major emphasis in classroom teaching in one of the following areas: Art, Biology, Business Administration, Chemistry, English, Home Economics, Social Studies, Mathematics, Music, Physical Science, Speech Communication and Dramatic Arts, Health Education and Physical Education.

Admission:

1) Valid West Virginia teaching certificate (certificates approved by reciprocity from other states may result in additional course work)
2) Undergraduate G.P.A. of 3.0 or above
   or
   9 to 12 semester hours of graduate level course work with a G.P.A. of 3.0 or above
3) If a student does not meet either of the criteria above, the Dean of the College may grant probationary admission based upon results of the Graduate Record Examination. Full admission will be granted when the student has completed 9 hours of WVWC credit toward the M.A.T. with grades of B or better.

Academic Regulations:

1) Only courses taken subsequent to graduate school admission may be applied toward the M.A.T. degree.
2) Up to 12 hours of graduate credit may be accepted in transfer.
3) A minimum of 3.0 (B average) is required for graduate students. Grades below C may not be counted toward the degree.
4) If a graduate student falls below a 3.0 (B average) in the areas of Professional Development, Major Emphasis or overall graduate course work, he/she will lose status as a degree candidate.
   A student may reapply for candidacy after two semesters. Readmission applications will be evaluated by the Dean of the College and the graduate faculty of the Education Department.

Advisors:

Each person admitted to the program will be assigned an advisor in the Department of Education. Those in the secondary area will be assigned an additional adviser in the area of major emphasis.

Graduation Requirements:

Plan A – minimum of 33 hours

1. Professional Development ..... 9 hours
*2. Major Emphasis ..... 15 hours
*3. Electives or Thesis and Elective ..... 9 hours
4. One year of satisfactory teaching experience

Plan B – minimum of 33 hours

1. Professional Development ..... 9 hours
*2. Internship ..... 6-12 hours
*3. Thesis or creative project ..... 3- 6 hours
*4. Sufficient credits of course work to total 33 hours

Professional Development (9 hours)

1) Curriculum Development ..... 3 hours
2) Analysis of Teaching ..... 3 hours
3) Educational Research ..... 3 hours

Major Emphasis (15 hours in Plan A)

1. Elementary Teachers emphasis in Classroom Teaching
   A. Prescriptive Reading ..... 3 hours
   B. Prescriptive & Discovery Mathematics . 3 hours
   C. Prescriptive & Inquiry Science ..... 3 hours
   *D. Electives from academic courses ..... 6 hours
*2. Secondary Teachers emphasis in Classroom Teaching 15 hours from one of the following areas:
   A. Art
   B. Biology
   C. Business Administration
   D. Chemistry
   E. English
   F. Home Economics
   G. Social Studies
   H. Mathematics
   I. Music
   J. Physical Science
   K. Speech Communication and Dramatic Arts
   L. Health and Physical Education

Electives (9 hours in Plan A)

*1. Education courses
   or
*2. In addition to Education electives, upper level electives may be chosen from the following areas as long as only one course is taken in each area and they are not in the Major Emphasis:

A. Computer Science	E. Religion
B. Accounting	F. Sociology
C. Philosophy	G. Economics
D. Psychology	H. Government

***Thesis (6 hours)**
***Internship (6 hours each semester for a total of 12 hours)**
***Creative Project (3 hours)**

*advisor's approval required

English

Baldwin, Foote, Gill, Mallory, McBrair, McCoy, O'Brien

The Department of English believes that literature should be an integral part of every student's program. In its curriculum listings, the department provides literary experiences suitable to the needs of all students. Central to the program are the "colloquium" and "seminar" concepts where both students and teachers can design courses to meet their mutual needs and interests. Non-majors, as well as majors, are encouraged to participate and will benefit from this flexible program.

The department aims are broadly cultural and are intended for persons who wish contact with the world of experiences, ideas, and human relations. The courses are directed toward the student in liberal arts as well as those interested in graduate school and teaching. Concentration in specialized areas is possible for upperclassmen through a variety of seminars and readings courses which offer close contact with professors.

Requirement for Major:

36 semester hours above basic composition course(s) including the following courses: 7, 8, 12, 13, 9 or 16, 19 or 20, plus any two of the following courses: 23, 24, 11, 17.

Students majoring in English preparing for graduate study should substitute 12 semester hours of a foreign language for 12 semester hours of elective courses in literature.

Requirement for Minor:

15 semester hours above basic composition course(s) including the following courses 7, 8, 12, 13.

1. Composition. 3 hrs.
A course for students who need practice in the basic skills of grammar and composition. The principles of composition and grammatical construction are explored thoroughly. The student's system of organization and method of composition are developed. *(May be exempted through testing procedures).*

3, 4, 5. Colloquia I, II, III. Each 2 hrs.
Exploration of significant themes, ideas, literary types, and major writers, designed for the general student with emphasis on reading critically different genres in literature. Includes such titles as "Poetry," "Epic Poetry," "The Elegy," "The Hero and the Anti-Hero," "Appalachian Folklore," "Introduction to Literature," "Women in Literature," "The Short Story," "Drama," and "History of the English Language." Student suggestions for the design of colloquia are welcomed by the department.
Prerequisite: Composition I.

6. Advanced Grammar and Composition. 3 hrs.
Advanced study in the English language, its logic, structures, and usage. Practice in the art of composition and its implications in research and report writing are explored thoroughly.

7, 8. America, Our Heritage I, II. Each 3 hrs.
The first semester explores the works and backgrounds of American writers and thinkers to 1850, through extensive readings in authors whose works have influenced later American literature and social thought. The second semester examines major trends and themes in American literature since 1850.

9. Chaucer. 3 hrs.
The aim of this course is to acquaint the student with the poetry of Chaucer as it developed from Middle English literature under the influence of the French and Italian Renaissance. Readings in Chaucer will be supplemented by class discussion and lectures on the religious and social backgrounds of the period.

10. Creative Writing. 2 hrs.
This course offers students the opportunity to understand the forms and principles of creative writing, while practicing in the forms in which they have special interest: technical reports, articles, short stories, poetry, plays, novels.

11. Eighteenth Century British Literature: Man in Nature and Society. 3 hrs.
The literature of England in the eighteenth century, with special emphasis on the prominent authors and dominant literary forms (excluding the novel) of the neoclassical tradition.

12, 13. England, The Heritage I, II. Each 3 hrs.
The first semester explores representative works of early English literature through the eighteenth century with their social and historical backgrounds. The second semester studies representative works and ideas in English literature from the Romantic period to modern times.

14. Literary Criticism. 2 hrs.
A study of the major critical theories and their application.

15. Mass Communications. 5 hrs.
A team-taught introduction to radio, T.V., and the philosophy of communication with major emphasis on print media journalism and its role in American society. The course is designed as a survey to include the development, operation and responsibility of the modern communications media. The course gives the student an awareness of the various phases of journalistic work with practice in the fundamentals.

16. Milton 3 hrs.
A study of the prose and poetry of Milton as an expression of his age. Consideration is also given to the other authors of the early seventeenth century with emphasis on their relation together with the works of Milton.

17. Nineteenth Century British Literature: Romanticism and Materialism. 4 hrs.
A careful study of the writers of the Romantic and Victorian periods of English literature with consideration of the historical, cultural, social, economic, political, and intellectual backgrounds from which literary works develop.

18. Novel. 4 hrs.
A study of representative novels illustrating the development and relevance of form, theme, and historical significance in literature.

19, 20. Shakespeare I, II. Each 3 hrs.
The course includes a study of representative plays; comedies and histories during the first semester, tragedies during the second, against the background of the Elizabethan age.

21. Twentieth Century Poetry. 3 hrs.
Significant poetry of the twentieth century is read and carefully evaluated to introduce the student to the leading poets and forms of poetry in our time.

22. Twentieth Century Prose. 3 hrs.
This course is designed to acquaint the student, through detailed study, with the themes, styles, and authors of the twentieth century with emphasis on contemporary writers.

23, 24. World Masterpieces I, II. Each 3 hrs.
The course introduces the student to the masterpieces of literature. Readings in Homer, Greek drama, Virgil, Dante, and representative works of later European writers, will be supplemented by lectures on literary forms and periods.

25, 26, 27. Readings in Literature I, II, III. Each 1-3 hrs.
A senior student may study special topics or periods in English, American and World literature under the direction of a faculty member of the department. The project and its credits must be approved by the instructor and the department chairman. *Prerequisites:* A grade point average of at least 3.0 is desired and 18 hours in English above 1, 2 or permission of the instructor is expected.

28, 29, 30, 31. Seminars in Literature I, II, III, IV. Each 3 hrs.
Selected studies and special topics in American, English and World literature. Each semester considers a special problem or an important literary movement not covered within the contents of regular course offerings. *Prerequisite:* Advisable to have had three courses in literature.

Government

McCoy, Galvin, White

The undergraduate degree in government provides a suitable foundation for the student who wishes to obtain an advanced degree in political science, public administration, and other disciplines within the social sciences. The pursuit of a future degree in Law is another frequent goal of the undergraduate major.

The degree in government can lead to possible employment opportunities in: government service with local, state, and national agencies; diplomatic service careers; positions with organizations conducting research; positions in organizations engaged in planning activities at the local, state, regional, and national levels; careers in journalism and in specialized writing and editing; and, in the area of politics, the holding of elective or appointive office and positions with full-time professional campaign organizations.

Requirement for Major:

24 hours in the department.

Requirement for Minor:

15 hours in the department.

1, 2. American Government. Each 3 hrs.
An introduction to the nature, structure, powers, functions, and processes of government in the United States at national, state, and local levels.

3. Contemporary Political Science. 3 hrs.
A general introduction to the discipline of political science. *(Offered in alternate years.)*

4. Public Administration. 3 hrs.
A study of the theory and practice of public administration in the United States — national, state and local.

5, 6. Comparative Developed States. Each 2 hrs.
A comparative examination of government and politics in selected countries and areas which are generally considered to have high levels of political and economic development, such as England, France, and the Soviet Union. *(Offered in alternate years).*

7, 8. Comparative Developing States. Each 3 hrs.
A comparative examination of the institutions and processes of government and society in selected developing countries and areas, such as India, Southeast Asia, Africa and Latin America. *(Offered in alternate years).*

9. Constitutional Law. 3 hrs.
A course in the legal principles of the Constitution of the United States as interpreted by the courts. The case method is used. *Prerequisite:* Upper level standing. *(Offered in alternate years).*

10. International Organization. 3 hrs.
International organization as a system of institutions for promoting peace and welfare in a world of sovereign states; the evolution of the United Nations from the League of Nations and other historical predecessors; principles, structure, methods and operation of the United Nations and other selected governmental international institutions. *(Offered in alternate years).*

11, 12. International Relations. Each 3 hrs.
Theory of international relations; basic factors affecting the position and policies of states, such as geography and demography; nationalism; imperialism; technological and economic factors; conflicting ideologies; instruments of foreign policy, such as diplomacy, propaganda, military power and economic and military assistance; international law and international organization.

13, 14. Political Theory. Each 3 hrs.
Reading, discussion and analysis of selected political and social theories from ancient times to the present. *Prerequisite:* Upper level standing. *(Offered in alternate years).*

15. Seminar-Research in Political Problems. 1-6 hrs.
Subject to the approval of the department chairman, open to students who are qualified to do independent research. *Prerequisite:* Upper level standing.

16. Criminal Justice, System and Process. 3 hrs.
An analysis of the structure and functions of the American system of criminal justice. Levels of analysis will include the national, state, and local components. Institutions considered will include law enforcement, judiciary, corrections and probations. In addition, the course will introduce students to the methods and insights provided by "judicial behavioralism."

Health and Physical Education

Myers, Braine, Carpenter, Ellis, Furman, Hornor, Klebez, Ross, Smith, Sworden, Tracewell.

The Department of Health and Physical Education conducts five programs: 1) Service classes which seek to teach history, rules, and fundamental skills to all students who have a continuing interest in sports and recreational activities; 2) Programs required by the Department of Education for certification of Health and Physical Education teachers; 3) Health instruction for all students to aid in the development of healthy living habits and attitudes; 4) An intramural athletic program which provides for participation of all interested students in organized sports activities; 5) A varsity athletic program of nine sports for men, and field hockey and swimming for women, providing an opportunity for students to compete intercollegiately.

Requirement for a Major:

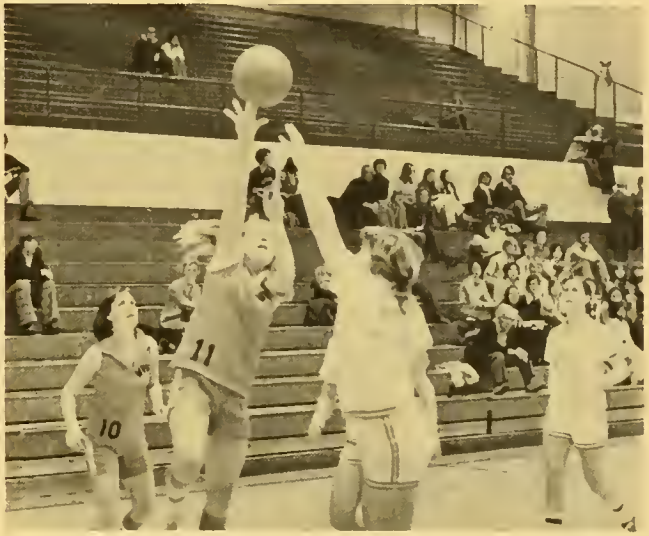
Biology 1, 2, and 24 semester hours in the Department of Physical Education including 2 or 13, 4, 5, 6, 10 or 22, 11, 14, 17, 18, 24 or 25, or for women 26 or 27.

Requirement for a Minor:

Biology 1, 2, and 21 semester hours in the Department of Physical Education including 4, 5, 10, 12, 15, 17, 24 or 25, or for women 26 or 27.

All majors must have in-service classes: one team sport, one individual sport, and tumbling, gymnastics, and swimming. Men must have one hour in a dance class; women must have one hour of modern dance and one hour in another dance form.

1. Physical Education Activity. 1 hr.
An introduction to fundamental rules, techniques and skills in any one of the following activities. *Team games:* Basketball, Volleyball, Soccer, Hockey, Track. *Individual Sports:* Tennis, Archery, Bowling, Swimming, Handball. *Dance Activities:* Ballroom Dance, Modern Dance, Square Dance. *Other Activities:* Tumbling, Gymnastics, Body Building, Skin and Scuba Diving, and Racketball.



2. Community Health. 2 hrs.
An introduction to the prevention of disease; sanitation, food regulations and supply, housing, etc.

3. Elementary Rhythms and Movement. 2 hrs.
An introduction to a study of basic movement skills, movement exploration, singing games, folk dancing, and social dancing, as they apply to the elementary physical education program. Emphasis on planning and conducting the activities.

4. Exercise Physiology. 4 hrs.
The course deals with the physiological effects of exercise on the human body; areas of interest include, concepts of physical fitness, fatigue, weight control, nutrition, environmental stresses and review of the latest research in human performance. *Prerequisite:* Biology 1, 2.

5. First Aid. 3 hrs.
An introductory course of instruction to help a student develop a consciousness about safety measures and the ability to take proper care of himself and others in case of emergency.

6. Health Education. 2 hrs.
An introductory course designed to help the student acquire the information, attitudes, and habits essential to healthful living.

7. Lead-Up Games and Sport Skills. 3 hrs.
An introduction to a more comprehensive study of skills, concepts, rules and basic strategy of games.

8. Officiating (Men). 1 hr.
Introducing the techniques and mechanics of officiating football and track, including principles and interpretation of rules. State officiating test and supervised practice in the above sports.

9. Officiating (Men). 1 hr.
Introducing the techniques and mechanics of officiating basketball and baseball, including principles and interpretation of rules. State officiating test and supervised practice in the above sports.

10. Principles of Physical Education. 3 hrs.
An introduction to basic principles. The course attempts to answer questions such as: What is the meaning of physical education? What has been the changing attitudes toward the field of endeavor? What is its relationship to allied areas? What are the biological, psychological, and sociological foundations of physical education? What preparation should physical educators have? What kind of work do they perform, where, and what is the need for their services?

11. Recreation Leadership. 3 hrs.
An introduction to the organization and administration of playgrounds, swimming areas, camps, and the development of leadership in recreation.

12. Safety Education. 2 hrs.
An introduction to the principles and practice of safety in schools and homes, on streets and highways, and in business and industry.

13. School Health Problems. 2 hrs.
Problems involved in school health programs including methods and materials for health instruction in elementary and secondary schools.

14. Adapted Physical Education. 2 hrs.
A study of the adapted physical education program within the school curriculum with emphasis on development of individual programs for exceptional children. *Prerequisite:* Physical Education 16.

15. Anatomy and Physiology. 4 hrs.
A study of normal development structure and function of man. Lectures, laboratories and field trips. Designed to provide a foundation for the undergraduate student and to serve as a point of departure for advanced studies in health education. *Prerequisite:* Biology 1, 2.

16. Health Education Seminar. 1 hr.
An in-depth study of Health Education on the local, state, national, and international level.

17. Individual and Dual Activity. 3 hrs.
Prerequisite: one team sport, one individual sport, tumbling, gymnastics and swimming.

18. Kinesiology. 3 hrs.
A study of the principal muscles of the human body, how the muscles work together to perform with ease and efficiency, the basic motor skills, and the study of prevention and correction of certain posture defects. *Prerequisite:* Physical Education 4.

19. Methods of Teaching Health. 3 hrs.
This course is designed for prospective teachers, giving them the opportunity to evaluate various health teaching methods. The course is also designed to aid the student in measurement and evaluation procedures.

20. Methods of Physical Education in Elementary Schools. 3 hrs.
This course is designed to help develop a philosophy, objectives, activities, program-planning and evaluation for a functional and meaningful program in elementary school physical education.

21. Methods of Physical Education in Secondary Schools. 3 hrs.
Philosophy, objectives, activities, equipment, program-planning, measurement and evaluation procedures for a functional program in secondary school physical education.

22. Organization and Administration of Health, Physical Education and Recreation. 3 hrs.
A study of the problems confronting teachers, principals and supervisors in the Health and Physical Edu-

cation programs of the public schools and development of an understanding on the part of the prospective teacher of what a supervisor or principal expects of a competent teacher in Health and Physical Education.

23. Teaching First Aid. 1 hr.
Designed to train First Aid instructors to teach the junior, standard, and advanced First Aid courses for the American Red Cross. Instructor's certificate issued upon satisfactory completion of course. *Prerequisite:* Physical Education 5.

24. Team Sports (Men). 3 hrs.
A clinical analysis of coaching sports at the varsity level. The course is intended for future coaches and includes philosophy, code of ethics, rules, and skills of football and track.

25. Team Sports (Men). 3 hrs.
A clinical analysis of coaching sports at the varsity level. The course is intended for future coaches and includes philosophy, code of ethics, rules and skills of basketball and baseball.

26, 27. Team Sports (Women). Each 3 hrs.
A study of techniques, methodology, organization, officiating, and related problems in teaching and coaching field hockey, volleyball, basketball, softball, and other minor sports.

History

H. Coston, Curry, Hunt, Monoski, Peterson, Plummer, Sharpe

Requirement for Major:

30 semester hours taken in the department. The course offerings are given in three field divisions: United States, European and Non-Western with a minimum of six hours required in each of the three fields. These six hours must include either 1 and 2 or 3 and 4 in the U.S. field, either 23 or 24 in the European field, and 41 in the Non-Western field.

History majors are urged to take Philosophy 12 (Philosophy of History) and at least six hours of a foreign language.

Students with high school grades of A or B in American History or Western Civilization are urged to consider taking an achievement test to establish credit by examination for one or more of the survey courses 1, 2 or 22. The exams are prepared by the College Level Examination Program (CLEP). Reading suggestions are available in the department to aid in preparing for the exams. A passing grade permits the student to go at once into advanced courses in U.S. or European history.

Requirement for Minor:

15 semester hours including the specified hours in each of two fields. The student will elect additional hours to complete the fifteen-hour minor.

United States History

1, 2. History of the United States. Each 3 hrs.
A survey of the history of the United States from the discovery of America to date. Emphasis on social, political, and economic developments.

3. Colonial and Revolutionary North America. 3 hrs.
An introductory study of the exploration, settlement, development and the gaining of independence of the colonies which formed the United States. This includes an analysis of the developing political, social, religious and cultural institutions which established the character of the new nation after the Revolution.

4. The United States as a New Nation. 3 hrs.
A study of the development and modification of U.S. institutions and patterns from the adoption of the Constitution through the Jacksonian Era.

5. Civil War and Reconstruction. 3 hrs.
An analytical study of the social forces, events and personalities involved in the disruption of the Union, and its reconstruction (from 1840 to 1876). *Not open to freshmen.*

6. Recent History of the United States. 3 hrs.
An analysis of American society emphasizing the role of leadership, policy-making, and events of our foreign and domestic involvements since 1933.

8. West Virginia History and Government. 3 hrs.
A study of the geography and history and government of West Virginia designed to satisfy the requirements of the West Virginia Department of Education.

9. Intellectual History of the United States. 3 hrs.
An investigation into patterns of American thought from Puritan Times to the present. Areas covered include Puritanism, the Enlightenment, Democratic Social Thought, the Frontier, Romanticism, Reform, Naturalism, Naturalistic Thought, Progressivism, the Depression and New Deal, and developments since 1945.

10. United States Urban History. 3 hrs.
A study of the life and character of the United States as it changes from an agrarian to an industrial culture. This includes an examination of social and technological forces, rural and urban life, and recent trends in urban areas.

11. Minorities in United States History. 3 hrs.
A study of the life and character of racial and ethnic groups such as Black, Indian and Oriental Americans during different periods of United States history.

12. Makers of the Modern World. 2 hrs.
Representative U.S. and European leaders studied as persons in the context of their times. Selected biographies are read for class discussion, and individual outside readings are also developed with the approval of the instructor. *Not open to freshmen.*

European History

21, 22. History of Western Civilization. Each 3 hrs.
A survey course tracing the development of modern social institutions from their ancient origins to the present.

23. Ancient History. 3 hrs.
A study and comparison of the classical age of Greece (especially the Age of Pericles) and of Rome (especially the Age of Augustus). Each society is looked at as a whole through its political, economic, social, religious, literary and artistic manifestations.

24. Medieval History. 3 hrs.
A study of the development and characteristics of medieval society in Europe. Feudalism and manorialism, the literary and artistic expressions and the religion and beliefs they express, developments in the church and church-state relations, the rise of capitalism and the nation-state, are among the subjects covered.

25. Renaissance and Reformation. 3 hrs.
Religious and social changes during the period of the Renaissance and Reformation. *Not open to freshmen.*

26. Europe in the Industrial Age. 3 hrs.
An analysis of the social, political, cultural and religious response to industrialism in Europe. *Not open to freshmen.*

27. History of Modern Germany. 3 hrs.
A study of the emergence of Germany as a major factor in modern Europe. *Open to Juniors and Seniors only, or by permission of instructor.*

28. History of Russia. 3 hrs.
A study of continuity and change in history. *Open to Juniors and Seniors only, or by permission of instructor.*

29, 30. History of England. Each 3 hrs.
A survey of English history from the Roman conquest to the present. Emphasis is placed on the growth of social institutions, intellectual developments and constitutional history.

31. Modern Imperialism. 3 hrs.
A study of the dynamics of modern imperialism. The domestic and international factors that gave force to

the idea will be examined while comparing the various ideological, administrative and goal orientations of American and European imperialism in the 19th and 20th centuries. *Not open to freshmen.*

32. Power and Values. **3 hrs.**
An examination of the acquisition, organization and uses of power; the generation of values and value ends toward which a society uses its power; a comparative study of the age of Louis XIV and the era of Franklin D. Roosevelt; emphasis on the similarity of problems and limitation of means in their resolution in each age. *Not open to freshmen.*

Non-Western History

41. Introduction to the Non-Western World. **3 hrs.**
An introduction to selected traditional societies before their contacts with Western Civilization during the 19th Century. The use of novels and audio-visuals supplements texts and lectures to gain an understanding of the common man's village life as well as the Great Tradition of these civilizations.

42. History of Africa. **3 hrs.**
A study of sub-Saharan Africa, expecially since 1800, including: the slave trade and its impact on traditional societies, the European scramble for African territories and African reactions, colonial administrations, economic changes, nationalism and independence movements, problems and trends of African nations since independence. *Not open to freshmen.*

43. History of East Asia. **3 hrs.**
A study of the contrasting patterns of Chinese and Japanese modernization since the mid-nineteenth century. *Not open to freshmen.*

44. Communist China. **3 hrs.**
A study of issues in Chinese history since 1949, such as the balance between continuity and change, between ideology and practical considerations, and between domestic and foreign policies. Student research, class lectures and discussion. *Not open to freshmen.*

45. Modern India. **3 hrs.**
A comparison of native, Anglo-Indian and British opinions about the Mutiny of 1857 and its long-range

consequences, subsequent developments in British policy and Indian actions. This culminates in a consideration of the nationalist controversy involving the conflict of Moslem, Hindu and English objectives. *Not open to freshmen.*

46. History of Latin America. **3 hrs.**
A study of the history of Latin America from the period of discovery to the present. Emphasis on the national period with special attention to relations between Latin American countries and the United States. *Not open to freshmen.*

47. History of Mexico. **3 hrs.**
A study of the history of Mexico from its discovery to the present time. The Indian cultures will be discussed in both pre-hispanic and post-hispanic backgrounds. The Colonial Period will involve Spanish culture and institutions in relation to Mexico. The Independence Period will be treated with relation to Europe and the United States. Emphasis will be given to social, political and cultural developments. Relations with the U.S. will be treated fully. *Not open to freshmen.*

50. Special Topics. **1-3 hrs.**
An examination of a selected topic. Initiated either from the special interest of department members or student interest. *Not open to freshmen.*

51. Readings in History. **1-3 hrs.**
Directed readings in areas approved by instructor, usually conducted primarily through conferences. *Open only to seniors majoring in History except through special permission from the instructor.*

Home Economics

Walls, Halverson, Miller, Simmons

The Home Economics Department provides fundamental preparation for those wishing to enter professional careers in home economics or to enter graduate school. Home economics synthesizes knowledge drawn from its own research, from the physical, biological, and social sciences and the arts, and applies this knowledge to improving the lives of families and individuals. It is the purpose of this department to develop competency in utilizing both human and material resources to further the well-being of society. For this reason, all courses in the department are open to all students, regardless of major, if prerequisites are met. This department has well-equipped laboratories and lecture rooms. In addition, there is a Home Management House in which students live for several weeks trying out new theories and putting principles they have learned in the classroom to actual test.

Students planning to teach at the secondary level are eligible for vocational certification in home economics. Students can meet the requirements of the American Dietetic Association for dietetic internships. Wesleyan is the only private college in the state approved to issue the vocational teaching certificate in home economics and the only private coeducational college in the tri-state area to offer the dietetic program.

Requirement for Major:

A minimum of 32 hours including: 1, 2, 3, 4, 5, 9, 12, 15, 20, 21, 22, 23. Students interested in the professional careers or in entering graduate school should consult the faculty in the department about the selection of additional courses.

Requirement for Minor:

A minimum of fifteen semester hours including: 1, 3, 4, 9, 22.

Requirement for Dietetic Internship:

The course requirements for a major plus the following home economics courses: 13, 14, 16, 17. Also Chemistry 1, 2, 9, 10, 15; Biology 1 or 2, 5, 6, 19; and Business Administration 1, 2, 16.

1. Design. 3 hrs.
Practical applications of color and design in everyday life, specifically as related to clothing, food, home furnishings, housing and textiles.

2. Personal and Family Living. 3 hrs.
An exploration into personal and family relationships in our society as they affect today's young adult. Includes study of courtship, husband-wife and parent-child relationships. Enrollment limited to students of freshman or sophomore standing. *(Offered fall semester.)*

3. Child Care and Development. 3 hrs.
A study of all aspects of the care and development of the child from conception through age nine with emphasis on the knowledge and guidance of young children in their emotional, social, intellectual and physical development. Enrollment limited to students of upper class status.

4. Apparel Construction. 2 hrs.
Application of basic principles of clothing construction techniques employing programmed learning approach.

5. Apparel Selection. 3 hrs.
An examination of the aesthetic, economic, physiological, psychological, and sociological factors involved in apparel selection. Includes the acquisition and use of clothing and consumer responsibilities and protections. *Prerequisite:* home economics majors, Home Economics I; others, none.

6. Textiles. 3 hrs.
A study of fibers, yarns, weaves, fabrics, finishes, and testing procedures. Includes end-uses of fibers and fabrics, their characteristics, how to choose wisely, what to expect and how to care for specific fabrics. *(Offered spring semester.)*

7. Tailoring. 2 hrs.
Principles of detailed and tailored finishes and problems of fitting and time management in the construction of a suit or coat. *Prerequisite:* Home Economics 4 or permission of instructor.

8. Problems in Apparel Construction. **2 hrs.**
Comparative study methods and techniques of working with various fabrics, fitting problems, flat-pattern design, or draping, to meet individual needs. *Prerequisite:* Home Economics 7, or permission of instructor. *Alternate years - offered 1976-77.*

9. Food Science. **4 hrs.**
A study of the structure of basic ingredients and the various effects they have on one another when blended together to form products. *(Offered spring semester.)*

10. Experimental Foods. **2 hrs.**
Experimentation with selected food materials, techniques, and equipment. Opportunity for directed study in an individually chosen area. *Prerequisites:* Home Economics 9, 15. *Alternate years - offered 1975-76 fall semester.*

11. Cultural Aspects of Foods. **2 hrs.**
An historical approach to the importance of foods in today's world. A consideration of food availability, preparation, and the social, cultural and economic implications and nutritive adequacy. *Alternate years - offered 1976-77 fall semester.*

12. Elementary Nutrition. **3 hrs.**
An introductory study of the individual nutrients in respect to digestion, absorption, metabolism, body needs and food sources. This information is applied through study of the life cycle.

13. Advanced Nutrition. **3 hrs.**
A study of human nutrition, including the chemistry of food nutrients, digestion absorption, and metabolism. Principles of human nutrition applied to individual, family, community, and world problems. *Prerequisites:* Home Economics 9, 12, Biology 5, 6, Chemistry 15, or permission of instructor. *Alternate years - offered fall 1975-76.*

14. Diet Therapy. **3 hrs.**
Study of diet in pathological conditions, stressing its importance in diseases that can be prevented and/or treated by proper diet. *Prerequisite:* Home Economics 13.

15. Meal Management. **2 hrs.**
Management of the selection of food, and the planning, preparation, and serving of family and guest meals, with attention to cultural influences and to resources such as time, money, and equipment. *Prerequisites:* Home Economics 9, 13.

16. Quantity Cookery. **3 hrs.**
Problems in purchasing and preparing food for large groups. Practical experience in planning, preparing and serving food for large groups. *Prerequisites:* Home Economics 9, 15. *Alternate years - offered 1976-77.*

17. Institutional Organization and Management. **2 hrs.**
A study of personnel administration, financial management, equipment, and efficient operation of food service in institutions. *Alternate years - offered spring 1976-77.*

18. Home Furnishings. **2 hrs.**
A study of the selection of furnishings for the home in relation to interests, activities, needs, quality, economy, aesthetics, and individuality. *(Offered fall semester.)*

19. Housing. **2 hrs.**
Study of factors and problems involved in choice of housing for the family; evaluation of dwelling units in terms of family needs and values; considerations in buying, building, and renting. *(Offered spring semester.)*

20. Home Equipment. **2 hrs.**
Principles of operation, performance, selection, and care of home equipment. *(Offered fall semester.)*

21. Demonstration Techniques. **2 hrs.**
Application of demonstration principles in planning and presenting all types of home economics demonstrations. Must take concurrently with or following Home Economics 20.

22. Home Management Theory. **3 hrs.**
A study of the management process and decisions involving the use of family resources to achieve personal and family goals. *(Offered fall semester.)*

23. Home Management Residence. **3 hrs.**
A laboratory study of the process of management in group living and its application to family living. Senior women majors and minors live in the Edna Jenkins Home Management Cottage for 5 weeks. *Prerequisites:* Home Economics 9, 15, 22.

25. Independent Study in Home Economics. 1-2 hrs.
One area selected for intensive, independent study. *Prerequisites:* one course in area selected and consent of instructor with approval of staff.

Library Science

Burns, Androczi, Crutchfield, Thiedeman

The Department of Library Science aims to help students acquire sufficient training to become librarians in public schools and in public libraries, and to provide preprofessional training for students who plan to pursue graduate study in the field.

Requirement for Major:

26 semester hours in the department, including 1, 5, 6, 7, 8, 9 and 10.

Requirement for Minor:

18 semester hours in the department, including 1, 5, 6, 7, 8 and 9.

It is strongly recommended that courses be taken in sequence in so far as possible.

1. Introduction to the Library. **2 hrs.**
The functions of libraries. Instruction in use of books and libraries, book selection, basic reference materials, and other problems. A general course useful to all students.

2. Literature for Children. **3 hrs.**
A survey of literature for children designed for teachers and librarians in elementary schools. Evaluation, selection and use of books and related materials for children. *This course is required for elementary teachers in West Virginia.*

3. Selection of Library Materials for Young Persons. **3 hrs.**
Criteria for selection of books, and other library materials, for high school age groups, and use of standard aids in making selections; methods of stimulating and guiding effective use of library materials and services.

4. Selection of Library Materials for Adults. 3 hrs.
Survey of trends in reading and library use by adults; general principles of library materials selection and public relations for libraries, including intellectual freedom; oral and written reviews of library materials.

5. Classification and Cataloging. **3 hrs.**
The principles of classifying and cataloging all types of books, periodicals and government publications. Abridged Dewey Decimal Classification Popular Guide to Government Publications. Filing, correlated with practical experience in the college library. *Prerequisite:* Lib. Sci. 1 or permission of the instructor.

6. Classification and Cataloging. **3 hrs.**
Classifying and cataloging all types of books and non-book materials; film, manuscripts, maps, music, rare books, specimens, etc. Dewey complete tables, Library of Congress, and other classification systems. (Bliss, Colon, Universal classification and computerized library catalogs). Other filing and charging systems. *Prerequisites:* Lib. Sci. 1, 5.

7, 8. Reference and Bibliography. **Each 3 hrs.**
The philosophy of reference service; evaluation, selection, and use of reference materials for libraries

of all types; methods of organizing and transmitting information, including automated systems. *Prerequisite:* Lib. Sci. 1 or permission of the instructor.

9. Organization and Administration. **3 hrs.**
Principles underlying the management of libraries, with attention to forms of organization, financing, housing, personnel, public relations, acquisition and handling of stock, and provision of services. *Prerequisites:* Lib. Sci. 1; any two of 2, 3, 4; 5, 6, 7, 8.

10. Library Practice. **3 hrs.**
Guided practice in all phases of the operation of libraries, including effective use of teaching methods by various age groups. Sixteen clock hours of lecture and discussion and 64 clock hours of practice, distributed among public, public school, and college libraries. *Prerequisite:* Lib. Sci. 9.

Mathematics

Berry, Hallam, Wiest

The Mathematics Department structures its courses to prepare students majoring in mathematics for entrance to graduate school; to provide students of engineering with the necessary foundations; to train students who wish to pursue careers in teaching mathematics or related teaching fields; to provide the mathematical tools needed in the natural, social and applied sciences. The mathematics program is flexible and under constant revision to satisfy the needs of students and of present-day society.

Requirement for Major:

Must have a minimum of 30 semester hours, including 6, 7, 8, 9, 10, 12, 13, 14, 15, 19.

Requirement for Minor:

Must have a minimum of 18 semester hours to begin with 6 and 7, 9, 10, 12.

Recommended courses for the pre-engineering students are: 6, 7, 8, 10, 11, 12, 16, 17.

Mathematics 1, 2, 3, 4, 5 do not count toward major or minor, except 2 and 3 for education majors or minors.

The student may obtain a minor in computer science, of which some courses would be recommended for mathematics majors.

1. Introductory College Math. **3 hrs.**
Course covers the basic concepts of algebra, with emphasis on algebraic manipulation. There is a thorough treatment of reading problems. *Prerequisite:* Consent of instructor.

2. Introductory College Algebra. **3 hrs.**
Quadratic equations in one or more variables, determinants and Cramer's Rule. Inequalities, a brief introduction to theory of equations, ratio, proportion and variation, the binomial theorem. Other topics which may be considered include: progressions, permutations and combinations. *Prerequisites:* Math 1 or two years of high school algebra, and consent of instructor.

3. Introductory College Trigonometry. **3 hrs.**
The trigonometric functions, identities and trigonometric equations, the inverse trigonometric functions, radians, solution of triangles, law of sines, cosines and tangents. *Prerequisite:* Math 1 or equivalent.

4. Axiomatic Mathematics. 3 hrs.
A study of set theory, types of sets, set operations, algebra of sets and an axiomatic approach to sets; mathematical logic, both statement calculus and restricted predicate calculus; abstract mathematical systems.

5. Mathematics for Teachers. 3 hrs.
An introductory course in mathematics designed for elementary teachers. A critical study of the numbers and operations of elementary arithmetic. Topics ordinarily covered: the rational and real numbers, operations and their fundamental laws, number bases other than ten, modular arithmetic, sets of points and measurement in geometry.

6. Introductory Analytic Geometry and Calculus I. 4 hrs.
Analysis of straight lines and conics, introduction to limits. Differentiation and its uses. Introduction to the integral and its uses. *Prerequisites:* Math 2 and 3 or equivalent and consent of instructor.

7. Introductory Analytic Geometry and Calculus II. 4 hrs.
Solid analytic geometry, a further study of limits and indeterminant forms, partial differentiation, multiple integration, series and power series. *Prerequisite:* Math 6.

8. Ordinary Differential Equations. 3 hrs.
First order, first degree equations; linear, homogeneous, and non-homogeneous equations; series solutions and simultaneous linear equations. *Prerequisite:* Math 7.

9. Projective Geometry. 3 hrs.
Primitive forms, central projection. Principle of duality, perspectivity, harmonic sets, double ratio, Pascal's and Brianchon's theorems, ruled surfaces. *Prerequisite:* Math 7.

10. Abstract Algebra. 3 hrs.
Basic notions of the structure of abstract algebra, groups, rings, and fields. These systems are studied making use of isomorphism theorems, permutation groups, finitely generated Abelian groups, principal ideal domain, division, and Euclidean Algarithm.

11. Linear Algebra and Matrix Analysis. 3 hrs.
Vector Spaces, Euclidean n-space, determinants, linear transformations, matrices, mappings, characteristic values. *Prerequisite:* Math 7.

12. Set Theory. 2 hrs.
Sets and algebra of sets. Functions and their inverses. Product of sets. Countability and cardinal numbers. Ordering of sets. Mathematical induction. *Prerequisite:* Math 7 and consent of instructor.

13. Real Analysis I. 3 hrs.
Axioms of the real numbers and the consequences; limits; continuity; uniform continuity and consequence; a brief introduction to metric spaces and topology of the real numbers. *Prerequisite:* Math 12.

14. Real Analysis II. 3 hrs.
A continuation of Math 13. Riemann integration, differentiation, uniform convergence, series and power series, partial differentiation. *Prerequisite:* Math 13.

15. Topology. **3 hrs.**
Sets and their topologies; bases and subbases, subspace topologies, continuous functions, separation axioms, product spaces, compactness and connectedness. *Prerequisites:* Math 12 and 13.

16. Advanced Operational Calculus I. **3 hrs.**
Finite differences, Fourier series, the Laplace transform, partial differential equations. *Corequisite:* Math 8.

17. Advanced Operational Calculus II. **3 hrs.**
Bessel functions and Legendre polynomials, vector analysis, complex variables, series, residues, conformal mapping. *Prerequisite:* Math 16.

18. Special Topics in Mathematics. **Hours vary.**

19. Seminar. **1 hr.**
Study of selected problems. Introduction to research. Required of, and restricted to, seniors majoring in mathematics.

Computer Science

The Computer Science curriculum prepares students for careers, computer work and the many related careers in governmental and industrial organizations; gives students in science, business, government, education and other disciplines the necessary background for the employment of computers in their chosen careers, and provides any interested student with a basic knowledge of this dynamic aspect of modern society.

A.A. Degree — Computer Science

The computer science program offers an A.A. degree which can be completed in two years (consisting of a minimum of 64 hours), and the courses may be applied toward the bachelor's degree. The A.A. degree program provides the essential education, including a basic survey of computer science, and the programming skills necessary for employment in electronic data processing.

The following courses are required for the Associate Degree in Computer Science:

Humanities 1	4
English 1	3
Accounting 1-2 or Physical Science 1-2	6
Computer Science 1-2	6
Introductory College Math	3
Bible or Philosophy	3
Economics 1-2 or *Physics 5-6	6
Social Science 1	4
Intro. College Alg. or Axiom. Math	3
Computer Science 3	3
Computer Science 5-6	5
Computer Science 8	3
Computer Science 9	3
Computer Science 12	3
Personal Life Styles	2
Physical Education	2
**Electives	5
	64

*The student who elects Physics 5-6 should not elect Physical Science 1-2.
**Psychology 1 recommended.

Requirement for a Minor:

15 semester hours, including 1, 2, 5.

1. Introduction to Computers and Computer Science I. **3 hrs.**
History and growth of computers and computer science; formulation of problems; use of algorithms and flowcharts; number systems; arithmetic and logical operations; programming using a time-sharing (BASIC) computer language. *Prerequisite:* College Algebra or equivalent.

2. Introduction to Computers and Computer Science II. **3 hrs.**
Continuation of Computer Science 1; programming using a batch processing (FORTRAN) computer language; scientific and business applications programs. *Prerequisite:* CS 1.

3. Statistical Methods I. **3 hrs.**
Sampling, distributions, and probability; design of experiments; confidence intervals and statistical inference; z, Student's t, F, and Chi-square distributions; one variable of classification for analysis of variance; use of computers in data reduction. *Prerequisite:* College Algebra or equivalent.

5. Computers and Programming. **3 hrs.**
Computer organization; machine language programming and use of assembly programming language; macro definition and generation; program segmentation and linkage. *Prerequisite:* CS 1.

6. Logical Laboratory I. **2 hrs.**
Basic computer logic components, gates, flip-flops, inverters; comparison of AND-OR and NAND-NOR systems; boolean algebra and combinatorial arithmetic; construction of adders, encoders, and decoders. *Prerequisite:* Philosophy 2.

7. Scientific Programming. **3 hrs.**
Advanced computer programming with science and engineering application; matrix manipulation; study of graphical techniques. *Prerequisites: CSI and 2, Math 6 and 7.*

8. Business Programming. **3 hrs.**
Use of computers in the solution of problems encountered in accounting, inventory, sales, and management of business organizations; the computer language COBOL is introduced. *Prerequisite:* Consent.

***9. Information Systems.** **3 hrs.**
Models of computer based management information systems; data collection, storage, and control; storage utilization and management techniques. *Prerequisite:* CS 1 or CS 8.

****10. Systems Analysis.** **3 hrs.**
Principles of system analysis; feasibility study, design, implementation, and evaluation. *Prerequisite:* Consent.

11. Data Structures. **3 hrs.**
Basic concepts of data; linear lists, strings, arrays, records, trees; graph theory; ordering and sorting techniques; recursive operations. *Prerequisite:* CS 5.

12. Programming Languages. **3 hrs.**
Formal definition of computer programming languages including syntax and semantics; development of higher level languages; study of string and list processing languages. *Prerequisite:* 9 hrs. of Computer Science.

***13. Fundamentals of Computers for Teachers.** **3 hrs.**
Introduction to computers and computer languages for teachers; discussion of material and equipment currently available; techniques for classroom implementation. *Prerequisite:* Consent.

15. Computer Architecture. **3 hrs.**
Introduction to fundamental elements and structures of digital computers; microprogramming; I/O processing; instruction processing; arithmetic and logical operations; review of contemporary systems. *Prerequisite:* CS 11.

16. Logical Laboratory II. **2 hrs.**
Design and construction of mini-computers; machine instruction and execution; machine language programming, testing and debugging. *Prerequisite:* CS 6 or consent.

17. Special Topics.
This course is devoted to recent trends in computer application and design and is offered whenever interest dictates. The course will cover subjects such as operating systems, compiler design, artifical intelligence, and other current developments. *Prerequisite:* 9 hrs. of Computer Science.

18. Seminar. **1 hr.**
Technical discussion and reports by faculty and upper division students on topics of current interest. *Prerequisite:* 9 hrs. of Computer Science.

19. Research. **1-3 hrs.**
In-depth investigation of special interest problems in computer science. May be taken for credit more than once. Grade Pass/Fail. *Prerequisite:* Consent.

*Offered first semester of alternate years.
**Offered second semester of alternate years.

Modern Languages

Field, *French;* Hamner, *German.*

Courses in this department are designed to teach spoken as well as written French and German. The curriculum is intended to give both the beginning student and the student who has previous experience with French or German an opportunity to acquire the skills needed to develop a working knowledge of the language.

Students interested in languages other than French and German may make arrangements through the Language Department for summer study in a variety of programs, in the United States as well as in many foreign countries. Language credit earned in American institutions is transferred in the normal manner. Students interested in credit for language study in a foreign institution should consult with a member of the department.

Note: Students interested in New Testament Greek should consult the course listings for the Department of Bible and Religion.

French

Requirement for Major:

18 semester hours above French 6, chosen in consultation with advisor.

Requirement for Minor:

6 hours above French 6, chosen in consultation with advisor.

Students majoring in French are encouraged to spend a semester or a year abroad.

Students enrolled in introductory and intermediate courses will take a placement test to determine the level of their achievement.

1, 2. Introductory French. Each 3 hrs.
An audio-lingual course, conducted largely in French, designed to give the student basic fluency in the four language skills: comprehension, speaking, reading and writing. One hour of laboratory per week.

3, 4. Accelerated Introductory French. Each 5 hrs.
A more intensive audio-lingual approach, designed for the student who has only one year to invest in the study of French. One hour of laboratory.

5, 6. Intermediate French. **Each 3 hrs.**
An audio-lingual course, conducted in French, incorporating a review of grammar as well as a development of conversational and reading skills. *Prerequisite:* French 2 or its equivalent. One hour of laboratory per week.

7, 8. Conversational French. **Each 3 hrs.**
A course designed to develop additional fluency in spoken French. Directed and free discussion. *Prerequisite:* French 5 or permission of the instructor.

9. Reading Knowledge of French. **3 hrs.**
An intermediate level course conducted in English with readings in French. Initial work done with a text to introduce the student to reading skills in French; additional work done on individual or small group basis, in the field of the student's interest where possible. *Prerequisite:* 9 hours of French or permission of instructor.

11, 12. Advanced French. **Each 3 hrs.**
An advanced study of the grammar and syntax of the French language. Included are original compositions and literary readings in French. *Prerequisite:* French 6 or its equivalent.

13, 14. Survey of French Literature. **Each 3 hrs.**
A lecture-discussion course presenting a chronological survey of the masterpieces of French literature from the medieval to modern periods. Introduction to "explication de texte," readings from both selections and complete works in French. *Prerequisite:* French 12 or the permission of the instructor.

15, 16. Study of French Civilization. **Each 3 hrs.**
A lecture-seminar course designed to broaden the student's understanding of French society, both past and present. Readings from primary and secondary courses in French. *Prerequisite:* French 12 or permission of the instructor.

17. Directed Readings in French. **Each 1-3 hrs.**
Prerequisite: 12 hours of course work selected from the following: French 11, 12, 13, 14, 15, 16, or permission of the instructor. *This course may be repeated for credit if a new topic is chosen.*

German

Requirement for Minor:

6 semester hours above German IV.
The minor in German is normally available only to students who undertake additional study at another institution. Arrangements may be made through the Language Department for summer study at all levels in programs both in the United States and in German-speaking countries.

1, 2. German I and II. **Each 3 hrs.**
A course for beginners, conducted largely in German. Designed to develop basic competence in the four language skills: comprehension, speaking, reading and writing. *Minimum one hour per week of laboratory.*

3, 4. German III and IV. **Each 3 hrs.**
An intermediate-level course, incorporating a review of grammar as well as development of conversational and reading skills. *Prerequisite:* German 2 or two years of high school German. *Minimum one hour per week of laboratory.*

5. German V — Special Topics. **1-2 hrs.**
An independent-study course in one of four areas: vocabulary development, readings in history, theology or science, German culture, survey of German literature. May be repeated in different topics. *Prerequisite:* German 4 or its equivalent.

Music

Loftis, Cox, Dees, Gamble, Medlin, Milburn, Parsons, Shafer.

It is the purpose of the Department of Music to afford students an opportunity to develop an understanding and appreciation of music, and to become accomplished musicians. The curriculum leading to the degree of Bachelor of Music Education is designed specifically for students preparing for the teaching profession. The curriculum leading to the degree of Bachelor of Arts with a major in Applied Music is designed specifically for students who wish to concentrate primarily on the study of music literature and in the development of their performance skills. Those wishing to achieve the same degree with a major in Theory will follow basically the same curriculum but with less emphasis on performance and a greater concentration on theory and literature. All curricula offered provide a strong foundation for graduate study.

The Music Department is a fully accredited member of the National Association of Schools of Music and endorses the statement on Basic Musicianship adopted by this national accrediting organization. We recognize that all musicians, whether performers, composers, scholars, or teachers, share common professional needs, since every musician must to some extent be a performer, a listener, an historian, a composer, a theorist, and a teacher. Every attempt is made to develop basic musicianship in studies which provide the student with the following:

1) A conceptual understanding of such musical properties as sound, rhythm, melody, harmony, texture and form; and opportunities for developing a grasp of their interrelationships as they form the cognitive-affective basis for listening, composing and performing;
2) Repeated opportunities for enacting in a variety of ways the roles of listener (analysis), performer (interpretation), composer (creation), and scholar (research);
3) A repertory for study that embraces all cultures and historical periods.

Requirement for the Degree of Bachelor of Music Education:

57-66 semester hours of Music, including 1, 2, 3, (17, for voice majors only) 20, 21, 25, 34, 26, 27, 30, 31; fourteen hours in chosen field of applied music (organ, piano, voice, strings, brass, etc.) 6, 7 (except for voice majors); 8, 9, 10, 11, 12, 13, 14; four semester hours of ensemble. All candidates for this degree are required to present an assisted recital on their major instrument in their junior year (one hour credit). All non-keyboard majors are required to establish a minimum of four hours credit in piano, and to pass the examination in Piano Proficiency. Also requirement of 21 semester hours of professional education, including Education 1, 5, 8, the block semester, and Music 43.

This curriculum includes courses currently required by the West Virginia Department of Education for *all* teacher certificates, and/or by West Virginia Wesleyan College for *all* degrees. It also includes sufficient hours for a minor in Education.

Requirement for Degree of Bachelor of Arts with a major in Theory:

48 semester hours, including 1, 2, 3, 20, 21, 23, 24, 25, 26, 27, 34, 35, four semester hours in upper division courses in music literature; and eight semester hours of piano (attainment of level 6).

Requirement for Degree of Bachelor of Arts with a major in Applied Music:

49 semester hours, including 1, 2, 3, 20, 21, 34; four semester hours in upper division theory of literature, 26, 27, and sixteen semester hours in chosen field of applied music. All candidates for this degree are required to present a senior recital on their major instrument (one hour credit) and to pass the examination in Piano Proficiency.

Students majoring in music must obtain the permission of their applied music instructor before participating in any solo performance not sponsored by the department.

Requirement for Minor:

16 semester hours, including 1, 4, 22, four semester hours of applied music and attainment of required level, and two semester hours of ensemble.

Theory and Composition

LOWER DIVISION:

1. Introduction to Musicianship. 4 hrs.
Review of mechanics and music fundamentals. Integrating study of sight singing, dictation, harmony, and keyboard harmony. Class meets five hours per week.

2. Introduction to Musicianship. 4 hrs.
Continues Music 1. Class meets five hours per week. *Prerequisite:* Music 1.

UPPER DIVISION:

20. Advanced Musicianship. 4 hrs.
Continues Music 2. Four-part harmonizations of melodies and figured basses. Further study of sight singing, dictation, and keyboard harmony. Introduction to counterpoint. Class meets five hours per week. *Prerequisite:* Music 2.

21. Advanced Musicianship. 4 hrs.
Continues Music 20. Altered chords; chromatic and enharmonic modulation. Continuation of realization of figured basses; analysis and creative writing in chorale style, as well as free instrumental style. Survey of modern harmonic and compositional experiments. Class meets five hours per week. *Prerequisite:* Music 20.

23, 24. Counterpoint. Each 2 hrs.
Study of the tonal counterpoint of the eighteenth and nineteenth centuries with emphasis on Bach. *Prerequisite:* Music 21.

25. Orchestration. 2 hrs.
Study of range, use, and characteristics of orchestral and band instruments. Scoring for various instrumental combinations. Students are required to make at least one symphonic arrangement from a piano score. *Prerequisite:* Music 20.

34. Form and Analysis. **4 hrs.**
Study of the development of musical forms, and of the techniques of musical analysis. *Prerequisite:* Music 21 or consent of instructor.

35. Composition. **2 hrs.**
Creative writing in the small homophonic forms; two and three-part song form, variations, and rondo, with emphasis on the mediums of solo voice and solo instruments. *Prerequisite:* Music 21.

History and Literature

LOWER DIVISION:

3. Introduction to Music Literature. **2 hrs.**
A general orientation in music literature from the time of Palestrina to the present time. *Required in freshman year of all music majors.*

4. Introduction to Music for the Non-Music Major. **2 hrs.**
A course designed to assist students not majoring in music to develop an understanding and appreciation of concert music through directed group listening.

15. Introduction to Hymnology. **2 hrs.**
A study of the hymns of the Christian church.

UPPER DIVISION;

22. Advanced Music Literature. **2 hrs.**
A continuation of Music 4 with the introduction to harmonic, structural, and stylistic concepts. Required for music minors. *Prerequisite:* Music 4.

26, 27. History of Music. **Each 3 hrs.**
Study of the development and social background of musical composition and performance. Music 26 follows this development to 1750; Music 27, since 1750. *Prerequisite:* Music 21 or consent of instructor.

28. Literature of Piano Music. **2 hrs.**
Literature for piano, covering various styles and principal works from the early keyboard composers of the seventeenth century to the twentieth century, from the standpoint of teaching and aesthetic value. *Prerequisite:* consent of instructor.

29. Survey of Church Music. **3 hrs.**
A survey of the organizational aspects of a multiple choir program, incorporating an introduction to the liturgies of the major denominations; e.g. Roman, Eastern, Lutheran, Anglican and major Protestant confessions. The survey will include methods and materials related to children's choirs, youth choirs, adult choirs, handbell choirs, service playing, choir mother guilds and staff relationships.

36. Literature of Instrumental Music. **2 hrs.**
Literature for solo instruments, chamber music, and orchestra from the standpoint of teaching and aesthetic value. *Prerequisite:* consent of instructor.

37. Literature of Vocal Music. **2 hrs.**
A study of typical works for solo voice representing various styles and periods of musical compositions. *Prerequisite:* consent of instructor.

38. Literature of Choral Music. **2 hrs.**
A survey of the literature of choral music, including anthems, cantatas, and oratorios. *Prerequisite:* consent of instructor.

39. Literature of Organ Music. **2 hrs.**
A survey of literature for organ, from the sixteenth century to the present. *Prerequisite:* consent of instructor.

Ensemble

49. Section 1. Instrumental Ensemble. **Each 1 hr.**
Study and performance of works for groups and solo instruments.

Section 2. Instrumental Ensemble (Jazz). **Each 1 hr.**
Admission by audition.

Section 3. Vocal Ensemble. **Each 1 hr.**
Study and performance of works for groups of solo voices. Admission by audition.

Section 4. Choir. **Each 1 hr.**
Study and performance of choral literature, a cappella and with accompaniment, for mixed voices. Admission by audition.

Section 5. Band. **Each 1 hr.**
Study and performance of music for band.

Applied Music

Applied Music study is based on a system of proficiency levels. Each entering freshman is assigned a level on the basis of an audition and interview, with the normal expectation of advancement of one level per semester. Mimeographed level descriptions are available in each area of applied music.

The minimum level requirements for graduation in each of the music curricula are: Bachelor of Music Education: Level 8; Bachelor of Arts in Applied Music: Level 10; Bachelor of Arts in Theory: Level 6 in piano; Bachelor of Arts in Church Music: Level 10 in organ or voice.

The minimum level requirement for a music minor is Level 4 in chosen area.

To earn one semester hour of credit in applied music, a student must practice a minimum of five hours per week for one semester, in addition to thirty minutes per week of individual instruction, and must make satisfactory progress.

To earn two semester hours of credit in applied music, a student must practice a minimum of ten hours per week for one semester, in addition to sixty minutes per week of individual instruction, and must pass satisfactorily the semester jury examination, unless exempted by the music faculty.

To earn three semester hours of credit in applied music, a student must have attained at least a Level 5, practice a minimum of fifteen hours per week for one semester, and must pass satisfactorily the semester jury examination, unless exempted by the music faculty.

Students majoring in applied music are required to earn credit in their chosen field of applied music at the rate of at least two hours per semester while in college.

To earn credit in Applied Music during a summer term, a student must complete as many hours of practice, and must have as many hours of instruction, as are required above for the same amount of credit earned on the semester basis. Students are accepted for applied study as faculty loads permit in the following order of priority: music majors, music minors, non-majors currently participating in a departmental ensemble, others.

50.	Section 1.	**Baritone Horn, Tuba.**	**1-3 hrs.**
	Section 2.	**Bassoon.**	**1-3 hrs.**
	Section 3.	**Cello, String Bass.**	**1-3 hrs.**
	Section 4.	**Clarinet.**	**1-3 hrs.**
	Section 5.	**Cornet-Trumpet.**	**1-3 hrs.**
	Section 6.	**Flute, Piccolo.**	**1-3 hrs.**
	Section 7.	**French Horn.**	**1-3 hrs.**
	Section 8.	**Oboe, English Horn.**	**1-3 hrs.**
	Section 9.	**Organ.**	**1-3 hrs.**
	Section 10.	**Piano.**	**1-3 hrs.**
	Section 11.	**Saxophone.**	**1-3 hrs.**
	Section 12.	**Trombone.**	**1-3 hrs.**
	Section 13.	**Violin, Viola.**	**1-3 hrs.**
	Section 14.	**Voice.**	**1-3 hrs.**
	Section 15.	**Junior Recital (Half).** *Prerequisites:* Level 8 and 12 hours Applied study.	**1 hr.**
	Section 16.	**Senior Recital (Full).** *Prerequisites:* Level 10 and 16 hours Applied study.	**1 hr.**

Applied Percussion is currently available at Salem College, approximately 40 miles away, under the auspices of the Mountain State Association of Colleges, Inc. A student must provide his own transportation.

Music Education

LOWER DIVISION:

5. Introduction to Music Education for the Classroom Teacher. 4 hrs.
Rudiments and fundamentals; exploring rhythm, melody, harmony, timbre and form as they influence music. Mechanics of notation; sight-singing, and work with melody and rhythm instruments; simple chordal accompaniments at the keyboard; elements of musical style as evidenced in the simpler song forms. Exploration of music series and other resources; a basic repertoire of methods cognizant of principles of child development, and how one learns about a tonal rhythmic art; awareness of music's contribution to society, and of desirable objectives for the music program in each grade level. Class meets daily.

6, 7. Introduction to the Fundamentals of Voice. Each 1 hr.
Class instruction in the development and basic techniques of the singing voice. Designed for non-voice majors in Music Education. Two periods weekly.

8, 9. Introduction to Woodwind Instruments. Each 1 hr.
Class instruction in the fundamentals of the various woodwind instruments. Limited to music majors and minors. Two periods weekly.

10, 11. Introduction to Brass Instruments. Each 1 hr.
Class instruction in the fundamentals of the various brass instruments. Limited to music majors and minors. Two periods weekly.

12, 13. Introduction to Stringed Instruments. Each 1 hr.
Class instruction in the various orchestral instruments of the string family. Limited to music majors and minors. Two periods weekly.

14. Percussion. 1 hr.
Class instruction in the various instruments of the percussion family. Limited to music majors and minors. Two periods weekly.

16. Introduction to Marching Band Techniques. 1 hr.
A study of marching fundamentals, band pageantry, football show planning, charting of maneuvers, and selection and adaptation of music for the marching band.

17. Introduction to Diction. 1 hr.
An introduction to French, German, and Italian diction. *Required in freshman year of all voice majors.*

UPPER DIVISION:

30. Instrumental Conducting. 2 hrs.
Technique of organizing and conducting band and orchestra, principles of interpretation, score reading, practice conducting. *Prerequisite:* Music 21 or consent of instructor.

31. Choral Conducting. 2 hrs.
Techniques of choral conducting, factors involved in choral interpretation, selection of materials, organization and administration of choral work. Practice in conducting. *Prerequisite:* Music 21 or consent of instructor.

43. Professional Music Education for the Music Specialist. **6 hrs.**
The study of various philosophies of education with emphasis on pragmatism and its application to music education. The manner in which concept teaching can provide musical growth for the student in both the affective and cognitive areas. Awareness of how singing, listening, rhythmic and creative activities may achieve the objectives of elementary school musical growth. A study of the junior high student and the types of programs which prepare him to be a consumer of music. Instrumental and vocal programs on the secondary level including the concert and marching band, school orchestra, high school choir, madrigal group, and elective high school music courses. *Prerequisites:* admittance to the teacher education program; approval of music faculty.

44. Special Topics.
A course in independent study pointed toward inquiry, research or a formally structured pursuit of a specific topic or topics in music, or possibly involving interdisciplinary reference. This course is not considered the equivalent of any required course in the department. Registration would be the same as for applied music, and would count as such in the instructor's teaching load. *Credit:* one, two three or four semester hours. Course may be repeated until the maximum of four hours is earned. The title of each special topic for which credit is earned will be listed on the student's permanent record card. *Prerequisite:* Approval of instructor and departmental chairman.

Nursing

Ammons, Beyer, Craven, Davidson, Godsey, Marino, Rager, Shaw, Trusch.

The department's goal is to prepare a nurse-generalist who is personally and professionally aware and who responsibly utilizes the nursing process.

Qualified high school graduates may be accepted by the College as pre-nursing majors. Recommended high school studies include: chemistry, biology, English, mathematics, physics.

Freshmen pre-nursing majors must apply by April 15 for admission into the nursing program for the fall semester. Academic eligibility is determined by a C or better in each supporting course (chemistry, biology, general psychology, child and adolescent psychology, microbiology, sociology, anatomy and physiology and nutrition), on completion of the Preprofessional Nursing course. Personal qualifications will be assessed by standardized testing and personal interview. The program usually requires four years of study.

Transfer students, R.N.'s, college graduates with other majors, and other special applicants will be evaluated and may be accepted following individual assessment. Current information is available through the Department of Nursing.

Requirement for Major:

Minimum of 50 credits. Nursing is not offered as a minor. The prerequisite for admission to each nursing course is a grade of C or better in each preceding nursing course. Students must also achieve a grade of C or better in all clinical work.

Preprofessional Nursing. **1 hr.**
Introduces student to WVWC nursing curriculum, faculty, beginning nursing skills, concepts, and responsibilities. Also demonstrates teaching techniques used in nursing program.

1. Fundamentals of Nursing. **5 hrs.**
Theory **3 hrs.**
Clinical Experience **2 hrs.**

Presents concepts basic to primary nursing care. Students are also oriented to scientific and humanistic principles and technical procedures involved in the care of clients. Group process, seminar involvement and development of care plans are incorporated. Focus is on health maintenance. Hospital unit is resource of clinical practice.

2. Sexuality and Human Reproduction. **5 hrs.**
Theory **3 hrs.**
Clinical Experience **2 hrs.**

Structured to orient students to aspects of human sexuality and human reproductive process. Focus is on

direct patient care and general care of the newborn. Hospital unit used as resource.

3. **Medical-Surgical Nursing Care of the Child and the Adult.** **10 hrs.**
   - **Theory** 7 hrs.
   - **Clinical Experience** 3 hrs.

More advanced level of skills and knowledge. Focus on restoration and rehabilitation measures for individuals who face threats to normal functions.

4. **Medical-Surgical Nursing Care of the Child and the Adult.** **10 hrs.**
   - **Theory** 7 hrs.
   - **Clinical Experience** 3 hrs.
   - **Seminar** 2 hrs.

Continuation of Nursing 3 and interchangeable from the fall semester to spring semester. Application of theory is achieved through utilization of both episodic and distributive settings.

5. **Medical-Surgical Nursing.** **10 hrs.**
   - **Theory** 4 hrs.
   - **Clinical** 4 hrs.
   - **Independent Study** 2 hrs.

Concept of leadership is introduced by lecture and experience to students who practice nursing care with special conditions in intensive, coronary, and neurological care.

6. **Community Health-Psychology of Nursing** **10 hrs.**
   - **Community and Institutional Nursing Care** 5 hrs.
   - **Psycho-social Aspects of Nursing** 5 hrs.

Previously learned concepts of skills applied to health maintenance, prevention of illness, and restoration of mental health. Complex psycho-social problems in larger communities and institutions examined. Synthesis of skills and knowledge is encouraged.

Philosophy

Mow, Capitan, Hill

The department engenders competencies in reasoning, the study of values, critical thinking, and the formulation of individual, constructive views about one's life, beliefs, and work.

The department seeks to make philosophy relevant to the various educational and occupational pursuits by showing how any other field of knowledge is related to first principles, and problems about knowledge and reality. Hence, it offers a number of inter-

disciplinary seminars suited to students majoring in the various other areas. It seeks to present every major basic perspective, both historical and contemporary, including naturalism, existentialism, idealism, pragmatism, empiricism, and other views. Majors in the department are readily admitted to the best graduate schools in philosophy. Other students find majoring in philosophy very rewarding for careers in law, the ministry, business, higher education, and public policy.

Requirement for Major:

Thirty semester hours in the department including 2, 7, 8, 9, and 10; individual requirements as advised; and either a senior thesis or a written comprehensive examination.

Requirement for Minor:

Eighteen semester hours in the department including 1, 2; at least one history of philosophy course; and 3 or 6.

1. Problems of Philosophy. **3 hrs.**
An introduction to problems in values, knowledge, and reality, and methods of analysis, criticism, and constructive argument.

2. Formal Logic. **3 hrs.**
A study of elementary symbolic logical systems, both in the predicate and propositions calculi. Precise inference rules are formulated and proofs are constructed in accordance with these rules.

3. Aesthetics. **3 hrs.**
The philosophy of the arts, including the varieties of theoretical explanation of creativity, beauty, the aesthetic experience, and symbolism; the presuppositions of criticism in the arts.

4. Christian Ethics. **3 hrs.**
Problems of action, both individual and social, from the point of view of the Christian faith, with Biblical, theological, historical aspects of that faith; analysis of morality and its application to cases.

5. Directed Readings. **2 hrs.**
Independent study of selected topics in philosophy from prepared syllabi, including American philosophy, Latin-American philosophy, intermediate logic, philosophy of language, advanced ethics, and other courses of study. *Prerequisites:* one other course in the department and consent of the instructor.

6. Ethics. **3 hrs.**
The study of morality as the science of the practical, with decision theory, the justification of normative principles, and application to cases, especially in business and medicine.

7. Classical Philosophy. **4 hrs.**
The history of philosophy, from the pre-Socratics, through Plato, Aristotle, the Hellenistic writers, Augustine and other apologists, and through scholasticism including Thomas Aquinas.

8. Modern Philosophy. **4 hrs.**
The history of philosophy continued from the Renaissance through Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, Marx, Nietzsche, Peirce, and others.

9. Recent Philosophy. **4 hrs.**
The history of philosophy continued from the nineteenth century through 1950, with Kierkegaard, Bergson, Husserl, G. E. Moore, Russell, James, Dewey, Whitehead, the positivists, Ryle, Austin, Wittgenstein, existential philosophy in Sartre and Heidegger, and Strawson and Quine.

10. Metaphysics and Epistemology. **3 hrs.**
Advanced topics in problems of reality,knowledge, and value, including mind and matter, freedom and causality, space and time, the problem of universals, God and the problem of evil, and the justification of knowledge claims. *Prerequisites:* either 1 or 7, 8, 9.

11. Oriental Philosophy. **3 hrs.**
Thought about the self, the world, and God in India and Sinic history, including eight schools in Hinduism, six schools of Buddhism, and six schools of Chinese thought.

12. Philosophy of History. **3 hrs.**
Seminar in the major philosophies of history, both speculative and analytic; narration and interpretation

as science and as art, and inquiry into values exemplified and the meaning of the human experience.

13. Philosophy of Mind. **3 hrs.**
The concept of the person in historical and contemporary analyses of the mind-body problem, and topics of perception, cognition, action, freedom and other issues in philosophical psychology.

14. Philosophy of Religion. **3 hrs.**
Seminar on topics such as the problem of God, and philosophical interpretation of religious experience identified in the historical, psychological and sociological accounts of religion.

15. Philosophy of Science. **3 hrs.**
The foundation, assumptions, basic concepts and methods of the natural sciences, and the relation of the sciences to other fields of inquiry.

16. Seminar. **2 hrs.**
Advanced research into a topic or a philosopher's thought. *Prerequisites:* students must be philosophy majors or minors, have the consent of the instructor, and have taken the background course related to advanced inquiry. Up to 8 hours (4 courses) of seminar may be taken; in any sequence of two courses a senior thesis may be written.

17. Social Philosophy. **3 hrs.**
Seminar in the concepts and methods of the social sciences, with particular attention to normative value inquiry on topics such as justice, freedom, equality, and order. Students will be engaged in interdisciplinary and integrative projects.

18. Philosophy of Education. **3 hrs.**
Study of what philosophers from Plato to the present have written on education, including Dewey and pragmatism, Whitehead, and existential writers; analysis of value and knowledge as it relates to the educational process and its objectives.

19. Informal Logic. **3 hrs.**
Study of ordinary language reasoning, particularly through identification of a large number of fallacies, and the application of these analyses to political rhetoric, commercial messages, mass media, and textbooks.

Physical Science

Holloway, Hickman, Sun, Wiest.

The Department of Physical Science is a multidisciplinary department including the areas of astronomy, geography, geology, physics, and the physical sciences for the non-science majors. The program provides for a B.A. major and a minor in physics as well as two interdisciplinary majors: a B.S. degree in engineering physics to prepare students to work in technological development; and, a B.S. degree in health physics technology to prepare students to work in the area of radiation protection in nuclear power plants, hospital and governmental laboratories, and other situations in which radioactive isotopes are prepared or used.

B.A. Major in Physics:

26 semester hours to include 5, 6, with balance of work to be selected from the following courses: 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25. Recommended electives: Chemistry 1, 2, additional mathematics, foreign language.

Minor in Physics:

16 semester hours of physics from the above list of courses available for the B.A. major.

B.S. Major in Engineering Physics:

Physical Science 5, 6, 11, 12, 18, 19, 20, 21, 22, 23, 24; Chemistry 1, 2, 19, 20; Math 2, 3, 6, 7, 11, 16, 17 (students with strong backgrounds in algebra and trigonometry may begin the math sequence with Math 6), and Computer Science 1.

B.S. Major in Health Physics Technology:

Physical Science 5, 6, 11, 14, 15, 16, 17, 18, 19, 21, 22; Chemistry 1, 2, 13, 14, 15, 16, 17, 18; Biology 1, 2; Math 2, 3, 6, 7 (students with strong backgrounds in algebra and trigonometry may begin the math sequence with Math 6), English 10. Suggested electives: Chemistry 11, Biology 21, 15, Physical Science 25.

1, 2. Concepts of Physical Science. **Each 3 hrs.**
An introductory course in physical principles for non-science majors with emphasis on the physical concepts of man's everyday environment. Consists of lectures, demonstrations, and/or laboratory experiences. *Open to freshmen and sophomores only.*

3, 4. Earth Science. **Each 3 hrs.**
A general introduction to the study of the earth including the earth's position in space, the solid earth, the oceans, the atmosphere and environmental science. *Open to freshmen and sophomores only.*

5, 6. General Physics. **Each 4 hrs.**
An introductory course in mechanics, heat, sound, electricity, magnetism, and light designed for the science major. Consists of both lecture and laboratory. *Prerequisites:* demonstrated knowledge of algebra and trigonometry.

7, 8. Physical Science for Teachers. **Each 3 hrs.**
An introductory course in the physical sciences for elementary education majors with emphasis on teaching methods. Consists of both lecture and laboratory experiences. *Open to freshmen and sophomores only.*

9. World Geography. **3 hrs.**
An introductory study of the cultural and physical elements of the geographical environment. Emphasis is placed on geographic principles rather than on regional description.

10. Astronomy. **3 hrs.**
A study of size, distance, structure, motion and evolution in the universe, including recent explorations and discoveries. The planetarium will be used to study motion. *Not open to students who have had earth science.* *Prerequisite:* junior or senior standing or permission of instructor.

11. Electronics. **3 hrs.**
Characteristics and uses of semiconductor devices and vacuum tubes. A study of rectifiers, amplifiers, oscillators, and pulse circuits. Class time includes lecture and laboratory experiments. *Prerequisite:* Physical Science 6.

12. Electricity and Magnetism. **3 hrs.**
A study of electric and magnetic fields, direct and alternating current, dielectrics. Vector notation is used. *Prerequisite:* Physical Science 6. *Corequisite:* Math 8.

13. Geology. **3 hrs.**
A study of the earth, including the processes operating on and within the earth, a development of the earth from its origin to the present and a physical and biological history of the earth. *Not open to students who have had Earth Science.* *Prerequisite:* junior or senior standing or permission of instructor.

14, 15. Health Physics. **Each 3 hrs.**
Radioactivity, interaction of radiation with matter, radiation quantities and units, stopping power, range-energy relationships, counting statistics, shielding, dosimetry, waste disposal, criticality prevention, radiation biology and ecology. *Prerequisites:* Physical Science 19, Math 6, 7.

16, 17. Health Physics Laboratory. **Each 2 hrs.**
A laboratory designed to teach the practical aspects of health physics. Includes experiments in instrumentation, dosimetry, radiation control techniques, medical health physics, environmental monitoring, handling emergency situations and applied health physics. *Corequisites:* Physical Science 14, 15.

18. Light and Atomic Physics. **3 hrs.**
Kinetic theory, charged subatomic particles, atomic interactions with radiation, photon mechanics and

relativity, Bohr theory, quantum mechanics, quantum theory of solids. *Prerequisite:* Physical Science 6. *Corequisite:* Math 6.

19. Light and Atomic Physics Laboratory. 1 hr.
Experiments in physical optics, atomic absorption and emission of light, microwaves, ratio of electronic charge to mass, x-rays and crystal structure, cloud chamber, nuclear magnetic resonance. *Corequisite:* Physical Science 18.

20. Material Science. 3 hrs.
Strength of materials, stress, strain, mathematical models of materials, crystal structure.
Prerequisites: Physical Science 6, Math 6, 7.

21. Nuclear Physics. 3 hrs.
Particle accelerators, detection of charged particles, the neutron, nuclear stability, nuclear reactions, nuclear forces, nuclear shell model, beta decay, particle physics. *Prerequisite:* Physical Science 18. *Corequisite:* Math 7.

22. Nuclear Physics Laboratory. 1 hr.
Experiments in detection of charged particles, detection of neutrons, detection of gamma rays, counting statistics, radiation shielding, stopping power, calibration of the long counter, calibration of the scintillation counter, semiconductor detectors, the multichannel analyzer, time-of-flight techniques, analysis of bubble chamber photographs, detection electronics. *Corequisite:* Physical Science 21.

23. Solid State Physics. 3 hrs.
Crystal structure, lattice vibrations, Konig-penny model, Hall effect, tunneling, Josephson effect, charged particle semiconductor detectors, solid state devices. *Prerequisite:* Physical Science 12.

24. Theoretical and Applied Mechanics. 3 hrs.
Statics and dynamics, vector concepts, particle systems and rigid bodies. *Prerequisites:* Physical Science 6, Math 6, 7.

25. Independent Study. 1-2 hrs.
Reading and/or laboratory investigation on individual topics. Open to selected juniors or seniors with consent of instructor.

Psychology

Richard Calef, Bone, Ruth Ann Calef, Cegles, Cunningham, Hess, Hiedemann, McIntire, Piper.

It is the purpose of this department to aid the student in adjustment to himself and others and in the acquiring of a liberal education, and to provide preparation for graduate study in the form of basic mastery of content, the scientific method and in independent study.

Requirement for Major:

24 semester hours, including Psychology 2, 10, 11, 12, 17, and Computer Science 3. Sociology 1 may be applied. Psychology 4 is suggested. The student must have a grade of "C" or better in any course counted toward the major.

Requirement for Minor:

15 semester hours in the department, including Psychology 1.

1. General Psychology. 3 hrs.
A survey of basic concepts in psychology including physiological mechanisms, motivation, learning, personality, testing, abnormal behavior and psychotherapy, development, social processes and intelligence.

2. General Psychology. 4 hrs.
This course is designed for prospective majors and is intended to aid the student in methodology, sensory mechanisms and topics not covered in 1. Includes laboratory experience. *Prerequisite:* Psychology 1.

3. Child and Adolescent Psychology. 3 hrs.
The course is designed to acquaint the student with the changing psychological patterns of behavior that occur between conception and maturity. *Prerequisite:* Psychology 1.

4. Psychology of Learning. 3 hrs.
A theoretical and applied study of the field of learning in both animals and man. This course includes classical and operant conditioning, reinforcement, extinction, discrimination, generalization, memory, trans-

fer, retroaction, mediation and recent work in subject variables and learning. *Prerequisite:* Psychology 1.

5. Business and Industrial Psychology. 3 hrs.
Designed to help students to understand, to appreciate and to apply basic psychological processes relevant to administration and organization in business and industry. This course is designed for students in Business Administration and may be credited toward a major in the field. *Prerequisite:* Psychology 1.

6. Social Psychology. 3 hrs.
A survey of theory and research regarding social influences on individual behavior and the application of these findings to selected social issues, such as child-rearing practices, group dynamics, racial and sex stereotyping, and social conflict. Lectures and discussion. *Prerequisite:* Psychology 1 or Social Science 1.

7. Psychology of Personality. 3 hrs.
A survey of methods, findings, and theories relating to the psychology of personality. Personality development, motivation, influences that contribute to adjustment and maladjustment; varieties of adjustive behavior, and influence of cultural forces. *Prerequisite:* Psychology 1.

8. Abnormal Psychology. 3 hrs.
Under discussion will be basic concepts of abnormality with particular emphasis on the major psychoses, psychoneurotic reactions, and psychosomatic complaints. *Prerequisite:* Psychology 1.

9. Psychological Tests and Measurements. 3 hrs.
Theory of psychological measurement, methods of evaluating tests, review and practical application of the most commonly used psychological tests. *Prerequisite:* Psychology 1.

10. Physiological Psychology. 3 hrs.
Structure and function of the nervous, sensory and muscular system; their roles in emotion, motivation, learning and behavioral disorders; regulatory mechanisms and effects of drugs and environmental agents on functioning. *Prerequisite:* Psychology 1.

11. Experimental Psychology. 4 hrs.
An introduction to experimental methods in psychology emphasizing practice in formulating and investigating research problems, developing skill in writing scientific reports and applying learning principles in the laboratory setting. *Prerequisites:* Psychology 1, Computer Science 3.

12. Experimental Psychology. 4 hrs.
A survey of the theories and research in personality, learning and motivation. An experimental project will be required of the student as well as laboratory experience in instrumentation. *Prerequisites:* Psychology 1, Experimental Psychology 11, Computer Science 3.

13. Human Relations Training. 3 hrs.
A practicum designed to provide supervised first-hand experience in interpersonal communication. Intended primarily for students planning to enter the counseling or personnel fields, this course seeks to develop skills in attentiveness to verbal and non-verbal cues in identifying and understanding other people's feelings. *Prerequisite:* Upper level course work in Psychology.

14. Psychology of Religion. 3 hrs.
An in-depth study of primary source readings of various psychological interpretations of religion, this class employs a seminar format, with classroom reports and discussion. Includes material from both Western and non-Western religion.

15. Behavior Modification. 3 hrs.
The application of the learning and motivation principles of Skinner, Pavlov, Hull and Wolpe to abnormal psychology, mental retardation, education, industry and life in general. Beneficial to people wishing to pursue some avenue of counseling, or have intention of working in hospitals or clinics. *Prerequisite:* Psychology 1.

16. Readings in Psychology. 1-4 hrs.
Directed readings in areas approved by the department. Conferences. Open only to juniors and seniors majoring in psychology with a 3.00 grade point average. *(Consult Departmental Handbook for details).*

17. History of Psychology. **3 hrs.**
Developmental trends in the history of psychology. Growth of major schools of thought, and evolution of leading concepts. A critical appraisal of the major trends in contemporary psychology. *Prerequisite:* Psychology 1.

18, 19. Honors Seminar. **Each 2-3 hrs.**
An advanced research course designed to stimulate scholarship in psychology. Individual projects involving an interdisciplinary approach may be conducted. Seniors registering for the full course load will be expected to complete an honors thesis, to show unusual promise in the behavioral sciences, and to manifest a high degree of individual initiative in research. Open only to juniors and seniors who are majoring in psychology and have the consent of the department. *(Consult Departmental Handbook for details).*

20. Theories of Counseling. **3 hrs.**
This course presents the major contemporary theoretical approaches to counseling. Methods of counseling derived from each theory are presented in lectures and demonstrations. The course may be of interest to students who are considering careers in clinical, counseling or school psychology, psychiatry, social work, guidance, or pastoral counseling.
Prerequisite: Psychology 1.

Sociology and Anthropology

Bright, Coleman, Peterson, Warner, Welch

The Sociology and Anthropology Department assists students in developing their understanding of the general character of human relationships, and of the specific nature and processes of group life. In addition to helping prepare students for further study in graduate schools of sociology, anthropology, and social work, the department also provides preprofessional training for students who plan to pursue vocations in social welfare services.

Requirement for Major:

25 semester hours including 1, 2, 12, 22, and 23. Psychology 6 may be credited toward the major. The department strongly recommends that majors elect at least one course in each of the other social sciences. Students planning graduate study should elect a course in statistics and computer programming.

Requirement for Minor:

15 semester hours, including 2 and 22.

General Requirement:

A prerequisite for all sociology and anthropology courses is Social Science 1.

Social Work Students:

It is recommended that students wishing to pursue vocations in social welfare services follow the Social Welfare Sequence described under "Academic Program."

1. Introduction to Anthropology. **3 hrs.**
This explains the interaction of biological and cultural factors in the development of man and his behavior.

2. Principles of Sociology. **3 hrs.**
A discussion of major theories and methods of investigation. The course deals with concepts such as culture, socialization, social organization, collective behavior, institution, structure, and function.

3. Appalachian Studies. **3 hrs.**
The study of a rural, depressed region includes discussion of the role of coal in the life of the region, poverty, community life, migration, folk arts and crafts, and social change.

4. Archaeology. **3 hrs.**
An introduction to a scientific technique for the removal from the earth of cultural evidence concerning the activities and works of man in the past, including identification, preservation, and interpretation of such material. If possible, field experience will be given. *Prerequisite:* Soc. 1.

5. Criminology. **3 hrs.**
A study of the social characteristics of the phenomenon of crime. Course includes etiology, consideration of demographic factors, the role of socialization in the structure of criminal behavior, prison life and prisonization, reform, rehabilitation, prevention, and directions for future planning.

6. Cultural Anthropology. **3 hrs.**
A study of the various branches, history, scope, and organization of culture. The growth of culture, theories, universals, material culture, economic organization, social and political organization, social control, world view, linguistics, and the relation of culture to the individual are discussed. *Prerequisite:* Soc. 1 or permission of instructor.

7. Family Sociology. **2 hrs.**
The family as a social group which varies from one time and place to another.

8. Human Communities and Associations. **3 hrs.**
Life as it is described, understood, and lived within the communities and organizations of society, emphasizing their structure, action, and change.

9. International Racial and Ethnic Problems. **3 hrs.**
The course focuses on problems outside the United States, including apartheid in South Africa, caste in India, the Burakumin of Japan. Theoretical considerations include patterns of dominance and submission, paternalistic and competitive ethnic problems, and the role of migration in ethnic conflict.

10. Marriage Making. **2 hrs.**
A look at the marriage pattern, from dating to death, which most Wesleyan students encounter.

11. Racial and Ethnic Minorities. **3 hrs.**
A study of racial and ethnic groups in contemporary U.S.A. Study includes Blacks, Chicanos, and Native Americans. Areas of concentration include problems in education, demographic factors, prejudice and discrimination, the social structure of racism, conflict and change, racial identity, and new racial and ethnic consciousness.

12. Research Methods in the Social Sciences. **3 hrs.**
The course demonstrates statistical method and interpretation, planning and developing research projects, use of computers in social research, the meaning of scientific investigation, and various methods of social research. *Prerequisites:* Soc. 2 plus six hours in the department.

13. Social Problems Seminar. **3 hrs.**
Selected problems of contemporary life as seen through different analytical perspectives. *Prerequisite:* Soc. 2.

14. Social Work Method and Practice. **3 hrs.**
The social work profession — its roles, functions and methods. *Prerequisite:* Soc. 15.

15. Social Welfare. **3 hrs.**
The nature and function of social welfare in modern society, stressing its history, its problems, and its prospects.

16. Sociology of Religion. **3 hrs.**
A study of the structure and function of religious organizations and religious phenomena. Course includes material on the Protestant ethic, charismatic and bureaucratic leadership types, priest-prophet-shaman typologies, church-sect typologies, social sources of denominationalism, theories of the origin of religion, and data from primitive and prehistoric man.

17. Sociology of War. **3 hrs.**
An inquiry into the causes of war, the war-oriented institutions in American society, and the possibilities for peace.

18. Studies in Socialization and Stratification. 3 hrs.
The study of the socializing processes of society and its institutions with implications for class identity and inequality.

19. Urban Society. 3 hrs.
The characteristics and impact of urban life on modern society.

20. Field Experience in Social Welfare. 3-4 hrs.
A supervised, field placement course designed to extend the theoretical knowledge of the students. Open only to junior and senior students. *Prerequisite:* Soc. 14. *Maximum credit, eight hours.*

21. Readings and Special Projects in Sociology and Anthropology. Each 1-3 hrs.
Directed work in areas approved by instructor. Open to juniors and seniors who have a cumulative 2.5 average, and who have contracted the requirements of the course with a professor prior to registration. *Prerequisites:* Soc. 2, plus nine hours in the department. *Maximum credit, six hours.*

22. Social Theory. 3 hrs.
A review of the major sociological theorists and movements. *Prerequisites:* Soc. 2, plus nine hours in the department.

23. Sociology Seminar. 1 hr.
A review of sociological knowledge and an application of it to specific, contemporary issues. *Limited to senior sociology majors.*

24. Black Man in America. 3 hrs.
The course attempts to correct the existing popular image of the American Negro in our culture. To help dispel myths passed through the generations. These distortions by omission and commission perpetuate and intensify racism in America.

25. Juvenile Delinquency. 3 hrs.
Prepares students for work with young persons in trouble, and who violate the Juvenile Code. Investigates causes (etiology) of, historical responses to, and "corrections" for delinquency; probation, prevention, recidivism; delinquency and family problems, crime, courts, reform of youth programs.

Speech Communication and Dramatic Arts

C. Presar, Luchok, McKinney, Moeller, Norvell, S. Presar, Snyder

The Department of Speech Communication and Dramatic Arts serves to help the student achieve effective, artistic, and creative self-expression in response to his environment. Recognizing that communication is the basis of all human interaction, the department provides speech communication and theatre experiences that may be helpful to all students.

Non-majors, as well as majors, are encouraged to benefit from a flexible program of courses and co-curricular activities. Students may consult with any departmental faculty in order to select courses which may prove most helpful in achieving individual goals.

In addition to satisfactorily completing prescribed courses, the major is required to participate in intercollegiate forensics, WVWC Theatre productions, WVWC-FM Radio, or equivalent speech and/or theatre experience. At the conclusion of each semester, the student will demonstrate competencies which indicate his preparation for advanced study in the department. A complete list of required competencies may be obtained from any faculty member in the department.

Speech Communication

Courses and co-curricular activities offered in speech communication are designed to provide theory and experiences in all aspects of intrapersonal, interpersonal, and audience-oriented transactions. Students will be provided a broad background on which to base graduate study in areas such as communication, public address, or public relations. Others may develop the knowledge and skills necessary for certain occupations in communication, business, or service-oriented fields.

Those who wish to teach will find opportunity to develop competencies essential to certification in the public schools.

Requirement for Speech Communication major:

24 semester hours above Sp. Comm. 1 or 2, including 3, 7, 8, 9, 14 (Dram. Arts 10, 11, 12, 13 or English 15 may be credited toward a major but not toward a minor); Psychology 1 is required but will not substitute for Speech Communication courses; four semesters of participation in intercollegiate forensics or WVWC-FM Radio; demonstration of required competencies.

Requirement for Speech Communication minor:

15 semester hours above Sp. Comm. 1 or 2, including 3, 7, 8, 9; two semesters of participation in intercollegiate forensics or WVWC-FM Radio.

1. Fundamentals of Speech Communication. 2 hrs.
A basic course outlining the fundamental concepts involved in any communication situation. The course covers a broad overview of contemporary theories as they relate to intrapersonal, interpersonal, small group, and audience-oriented communication, and includes a laboratory session for special problems. *Open to freshmen and sophomores only.*

2. Introduction to Speech Communication. 3 hrs.
An introduction to the fundamental concepts involved in any communication situation. Contemporary theories in intrapersonal, interpersonal, small group, and audience-oriented communication will be tested through practical experience. *Open to juniors and seniors only.*

3. Voice and Diction 3 hrs.
A study of the physical production, resonation, and articulation of sound for normal human speech, with an introduction to the international phonetic alphabet. The student is introduced to exercises which may help him develop a strong, flexible, resonant voice and good diction.

4. Creative Dramatics 3 hrs.
The study of creativity, its role and application in dramatics, and the manner in which creative dramatics assists in the intellectual, physical, and intuitive development and growth of children and youth.

5. Speech and Language: Development and Correction 3 hrs.
A study of speech and language development in the child with an introduction to the causes and treatment of speech defects. Students will become familiar with techniques for helping the child develop good speech patterns and with referral procedures for children in need of pathological care. The course will be useful to anyone planning to work with children and youth.

6. Advanced Speech 3 hrs.
A course designed to study the principles of human communication and their impact on the study of public speaking. The class will discuss theories and test their application through practice speeches. *Prerequisite:* Sp. Comm. 1 or 2.

7. Interpersonal Communication 3 hrs.
The student through readings and discussion, will study the factors essential to effective communication on a one-to-one basis. The course will deal with problems of both an individual and a social nature. Through class projects the student will apply theoretical knowledge in practical ways. *Prerequisite:* Sp. Comm. 1 or 2.

8. Public Address. 3 hrs.
The course combines traditional concepts of rhetorical theory in its historical form with contemporary research on persuasion theory. The student will examine, through lectures, discussion and readings, speech delivery techniques, evidence and reasoning used in a speech, critical characteristics of the audience, and related concepts. The student will research, organize, and deliver several different types and forms of speeches. *Prerequisite:* Sp. Comm. 1 or 2.

9. Small Group Discussion. 3 hrs.
The student, through readings and discussion, will become familiar with group dynamics, process, and leadership and the contemporary studies and theories that relate to effective participation in small group situations. The student will participate in simulated discussion situations and be responsible for several group projects. *Prerequisite:* Sp. Comm. 1 or 2.

10. Argumentation and Debate 3 hrs.
Study of the fundamental principles of argumentation and debate. The student will gather evidence, study

contemporary persuasion and argumentation theory, and learn how to conduct himself with confidence in a verbal exchange. Participation in practice debates is required. *Prerequisite:* Sp. Comm. 1 or 2.

11. Novice Intercollegiate Debate **1 hr.**
A course designed to provide a fundamental knowledge and experience in debate. The student may participate in intercollegiate debate tournaments on the beginning level. *May be repeated two times for credit.*

12. Intercollegiate Debate **1 hr.**
This course encompasses all work necessary to prepare a student for successful participation in intercollegiate debate. This includes activities such as research in a specific area, practicing techniques of communication and persuasion, and studying the principles of logic and analysis of policy changes. May be repeated six times for credit. *Prerequisite:* Sp. Comm. 11 and consent of the instructor.

13. Readings in Speech Communication. **1-3 hrs.**
Junior or senior students may research special topics in speech communication with the direction of a faculty member in the department. The project and its credits must be approved by the instructor and the department chairman. *Prerequisites:* A grade point average of at least 3.0 in a minimum of 15 hours taken in Speech Communication is desirable.

14. Seminar in Public Address. **3 hrs.**
A seminar designed to study Greek, Roman, British, Indian and American rhetorical criticism. The student will learn the fundamental principles of rhetorical criticism and, through discussion and oral reports, will use these tools in analyzing historical rhetoric and in improving his own speech-making. *Prerequisite:* Sp. Comm. 8.

Dramatic Arts

Courses and co-curricular activities offered in dramatic arts are designed to provide experiences in all aspects of theatre and oral interpretation. Through these experiences can evolve an understanding and appreciation for total theatre. Students majoring in the department will be provided a broad background on which to base specialized graduate or professional study, to prepare for teaching in the public schools, or to direct community and organizational theatre activities. Courses and activities are open to all students who wish to nurture their appreciation for the aesthetic in theatre, and/or seek knowledge and skills applicable to education, religious, and service-oriented occupations and a vocational involvement in community theatre.

Requirement for Dramatic Arts major:

27 semester hours, including 2, 3, 4, 5, 10, 11, 14 or 15, 16, 18, and Speech Communication 3; major responsibilities in at least four full-length WVWC Theatre productions; demonstration of required competencies. (Speech Communication 4 and English 19, 20 may be credited toward a major.)

Requirement for Dramatic Arts minor:

15 semester hours, including 2, 3, 5, 10 and 11 or 12, 14 or 15; major responsibilities in at least two full-length WVWC Theatre productions.

1. Theatre Practicum **1 hr.**
Intensive practice in the various aspects of theatre production: acting; designing, building and painting scenery and properties; lighting design and execution; costume design and construction; make-up design and application; box office and promotion procedures; children's theatre; technical direction; and stage or theatre management. The student may accomplish his goals through active committment to WVWC Theatre or Reader's Theatre productions or through practicum arranged with a departmental faculty member. *Prerequisite:* Consent of the director or technical director of theatre. *May be repeated eight times for credit.*

2. Introduction to Drama **2 hrs.**
An introduction to dramatic action, form, structure, and style through the reading, analysis and discussion of various types of plays from significant periods in the history of drama in the western world. *Required of all students planning to take courses in design, acting, directing, or dramatic literature.*

3. Introduction to Theatre **2 hrs.**
An introduction to the production of play scripts for audiences. Readings, discussions and laboratory experiences in staging techniques and contemporary trends in design, construction, lighting, acting and directing. Theatre organization and production responsibilities will be stressed.

4. History of Dramatic Arts **3 hrs.**
A study in depth designed to develop the student's awareness of the various ways dramas have been presented through a study of the great periods of theatre. *Prerequisite:* Dram. Arts 2 and 3 or permission of the instructor.

5. Design for the Stage. **3 hrs.**
A survey of theatre production theories and techniques. The course includes problems with costumes, make-up, lighting, sound, scenery, properties, theatre management and theatre architecture. *Prerequisites:* Dram. Arts 2 and 3 or consent of the instructor.

6. Scene Design. **2 hrs.**
A combined lecture and laboratory course in contemporary theatre methods of scene design, painting, and properties. (Aimed toward the serious theatre student working to acquire a better understanding of technical theatre.) *Prerequisites:* Dram. Arts 2, 3, 5.

7. Lighting. **2 hrs.**
A course dealing with the basic techniques of lighting for the stage. This is designed to help students acquire a competence in creating workable lighting effects for school, church, and community theatres. *Prerequisites:* Dram. Arts 2, 3, 5.

8. Stage Costuming. **2 hrs.**
Experience in the research, design, and construction of costumes for the stage. The use of color and materials in relationship to costumes will be stressed. *Prerequisites:* Dram. Arts 2, 3, 5.

9. Stage Make-up. **1 hr.**
An investigation of the principles, techniques, and materials of stage make-up and practical experience in their application.

10. Acting I. **2 hrs.**
A combined lecture and studio course concerned with the problems of acting in relation to the theatre and actual life experience. Emphasis will be on developing relaxation, concentration, imagination and stage movement through basic exercises and improvisation. *Prerequisite:* Dramatic Arts 2 or consent of the instructor.

11. Acting II. **2 hrs.**
Continuation of Acting I with emphasis on character analysis and creation and developing empathic and comic technique. *Prerequisites:* Dramatic Arts 10 and consent of the faculty of the department.

12. Oral Interpretation. **3 hrs.**
A course providing training for the student in the techniques of dramatic reading and reader's theatre, and supporting his creativity in the planning and presentation of programs of a dramatic nature.

13. Oral Interpretation, Independent Study. **1 hr.**
An extension of Oral Interpretation. A course, by private instruction, designed to assist the student in the planning and presentation of a dramatic program. *Prerequisites:* Dram. Arts 12 and consent of the instructor.

14. Premodern Drama. **3 hrs.**
A study designed to acquaint the student with the world's outstanding works of drama (excluding Shakespeare and modern) in the light of their times. *Prerequisite:* Dram. Arts 2 or consent of the instructor.

15. Modern Drama. **3 hrs.**
Concerned with exposing the student to outstanding dramas of the twentieth century in the context of the social, artistic, and philosophical currents of the age. *Prerequisite:* Dram. Arts 2 or consent of the instructor.

16. Directing. **3 hrs.**
Study and experience in the director's functions in staging and producing plays for schools, churches, and other community organizations. Through exercises in stage composition, movement, business, tempo and rhythm, and style, the student prepares for his final project: directing a one-act play or assisting the direction of full-length play. *Prerequisites:* Dram. Arts 2, 3, 5, 10 and 11, or consent of the instructor.

17. Readings in Dramatic Arts. **1-3 hrs.**
Junior or senior students may research special topics in dramatic arts with the direction of a faculty member in the department. The project and its credits must be approved by the instructor and the department chairman. *Prerequisites:* A grade point average of at least 3.0 in a minimum of 18 hours taken in Dramatic Arts is desirable.

18. Seminar in Dramatic Arts. **3 hrs.**
Studies will include research in dramatic criticism and special topics in dramatic arts not incorporated in regular course offerings. *Prerequisite:* A minimum of 20 hours in Dramatic Arts or consent of the instructor.

Speech Communications and Dramatic Arts

The combined speech communication and dramatic arts major is offered for students seeking certification for public school teaching or for those who do not choose to specialize at the undergraduate level. Students planning to teach oral communication and dramatic arts in the public schools should counsel with the department chairman in order to plan the fulfillment of all certification and competency requirements.

Requirement for major:

30 semester hours including Sp. Comm. 3, 7, 8, Dram. Arts 2, 3, 10 and 11 or 12, 14 or 15, Sp. Comm. 14 or Dram. Arts 18; at least four semesters of participation in intercollegiate forensics, WVWC-FM Radio, and/or WVWC Theatre; demonstration of required competencies.

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JAMES R. THOMAS, II, Charleston

Term Expires 1978

ANDREW L. BLAIR, Charleston
H.M. CUMMINGS, JR., Huntington
JOSEPH DeBARDI, Clarksburg
ROBERT E. DILLE, Buckhannon
E. W. JAMES, Clarksburg
J. CLAIR JARVIS, Charleston
HUGH A. LATIMER, Chicago, Ill.
CARLETON McKITA, Pittsburgh, Pa.
MELVIN S. RISINGER, St. Albans

Emeriti

Paul G. Benedum, Sr.
L. W. Boley
W. Sproule Boyd
A. D. Coppinger
C. G. Eastwood
Henry R. High
Fred G. Holloway
Myron B. Hymes, Sr.
Howard W. Jamison
E. Ray Jones
Ross Linger
Charles W. Paskel
W. S. Patterson
Okey L. Patteson
D. C. Pickens
J. Roy Price
G. I. Rohrbough
Frank L. Shaffer, Sr.
Mrs. Victor Shaw
Glen W. Stewart
Mrs. Aquilla T. Ward
H. W. Ware
Adolph P. Weaver
John L. Wolfe

The Faculty 1974 - 75

JOHN D. ROCKEFELLER IV, *President of the College (1973)* A. B. , Harvard University; Certificate in Japanese Languages from the International Christian University in Japan; LL.D., Davis and Elkins; L.H.D., West Virginia Institute of Technology; LL.D., University of Cincinnati; D.P.S., Salem College.

Lillian L. Ammon, *Associate Professor of Nursing and Chairman of the Department of Nursing* (1974). B.S., Geneva College; M.N.Ed., University of Pittsburgh.

Ferenc Frank Androczi, *Associate Professor of Library Science and Cataloger* (1970). M.L.S., Syracuse University; Ph.D., Budapest.

Arminta Tucker Baldwin, *Associate Professor of English* (1966). A.B., Glenville State College; M.A., West Virginia University.

Franck Bayard, *Associate Professor of Economics* (1967). Baccalaureate, Lycee Petion, Haiti; L.L.B., University of Haiti; M.A., Howard University.

J. Peter Bercovitz, *Professor of Bible and Religion* (1965). B.A., Occidental College; B.D., San Francisco Theological Seminary; Ph.D., University of Edinburgh.

Frank D. Berisford, *Assistant Professor of Business Administration* (1971). A.B., Marshall University; M.B.A., Wharton School, University of Pennsylvania.

Michael Lynn Berry, *Associate Professor of Mathematics* (1966). B.S., West Virginia Institute of Technology; M.A., Pennsylvania State University.

Judith P. Beyer, *Assistant Professor in Nursing* (1973). B.S.N.Ed., Wilkes College; M.S., Boston University.

Ronald D. Bone, *Associate Professor of Psychology* (1969). A.S., Bluefield College; B.A., Concord College; Ph.D., West Virginia University.

Peter M. Bowers, *Assistant Professor of History* (1969). A.B., Colgate University; A.M., University of Rochester; Ph.D., University of Pittsburgh.

Robert S. Braine, *Assistant Professor of Health and Physical Education and Assistant Football Coach* (1969). B.S., Lockhaven State College; M.A.T., University of North Carolina.

Howard Hugh Bright, *Professor of Sociology and Anthropology* (1967). B.S., University of Pittsburgh; S.T.B., Th.D., Boston University. Sabbatical, 1973-74.

John P. Burgess, *Associate Professor of Education* (1971). B.S., Purdue University; M.A., Ball State University; M.A.T., Miami University; Ed.D., Ball State University.

Keith P. Burns, *Assistant Professor of Library Science and Head Librarian* (Feb. 1971). B.M.E., Texas Wesleyan College; M.L.S., North Texas State University.

Richard S. Calef, *Assistant Professor of Psychology* (1970). B.A., Bridgeport University; M.A., Ph.D., Southern Illinois University.

Ruth Ann Calef, *Assistant Professor of Psychology and Staff Psychologist* (1971). B.A., North Central College; M.A., Ph.D., Southern Illinois University.

William H. Capitan, *Professor of Philosophy, Vice President for Academic Affairs and Dean of the Faculty* (1974). B.A., University of Michigan; M.A., University of Minnesota; Ph.D., University of Minnesota.

Ernest Capstack, Jr., *Professor of Chemistry* (1964). B.S., Massachusetts Institute of Technology; M.S., University of Rhode Island; Ph.D., Brown University.

Kent H. Carpenter, *Assistant Professor of Health and Physical Education and Coach of Football, and Director of Intramurals* (1969). B.A., West Virginia Wesleyan College; M.Ed., Ohio University.

Marvin H. Carr, III, *Assistant Professor of Christian Education, Director of Parish Ministry and Chairman of the Department of Christian Education* (1974). B.S., West Virginia University; B.D., Duke Divinity School; M.A., West Virginia University; S.T.M., Union Theological Seminary.

Victor P. Cegles, Jr., *Instructor of Psychology, Associate Dean of Students and Director of Housing* (1974). B.S.B.A., Bucknell University; M.A., Indiana University of Pennsylvania.

Harry A. Coleman, *Instructor of Sociology, Associate Dean of the Chapel and Chaplain* (1974). A.B., West Virginia University; M.Div., Boston University School of Theology.

Carl M. Colson, *Associate Professor of Biology* (1969). B.S., University of Nebraska; Ph.D., University of Florida.

Violet G. Coonts, *Instructor in Art* (1972). B.S., West Virginia University. Part-time.

Herbert Reece Coston, Jr., *Professor of Social Sciences (1962)*. B.A., University of Florida; B.D., Garrett Theological Seminary; M.A., Ph.D., Northwestern University.

Phyllis E. Coston, *Assistant Professor of Education* (1963). A.B., West Virginia Wesleyan College; M.A., Northwestern University.

Katherine Cox, *Instructor of Music* (1974) part-time. B.M.E., University of Nebraska; M.A., West Virginia University.

Lionel L. Craddock, *Instructor of Mathematics and Programmer/Analyst for Management Planning and Information Systems* (Exxon Grant Project) (1974). B.S., West Virginia University; M.S., West Virginia University.

Robert Smith Craig, *Associate Professor of Business Administration* (1961). A.B., Davis and Elkins College; M.Ed., University of Delaware.

Patricia Craven, *Assistant Professor of Nursing* (Jan. 1971). B.S., Alderson-Broaddus College; M.N., University of Pittsburgh.

Benjamin F. Crutchfield, *Assistant Professor of Library Science and Reference Librarian* (1969). B.A., M.L.S., University of North Carolina.

Richard Alvin Cunningham, *Professor of Psychology and Vice-President for Student Affairs and Executive Assistant to the President* (1959). B.S., M.A., University of Pittsburgh; Ed.D., West Virginia University.

Roy Watson Curry, *Professor of History* (1966). A.B., Marshall College; M.A., West Virginia University; Ph.D., Duke University.

Mary Ellen Davidson, *Assistant Professor of Nursing* (1972). B.S., Alderson-Broaddus College; M.N.Ed., University of Pittsburgh.

Sidney Thomas Davis, *Professor of Bible and Religion and Christian Education* (1947). A.B., West Virginia Wesleyan College; S.T.B., Boston University; Ed.M., Ph.D., University of Pittsburgh.

Caroline L. Dees, *Associate Professor of Music* (1969). A.B., Tift College; M.M., University of Kentucky.

Franklin Clay Ellis, *Professor of Physical Education and Coach of Baseball* (1950). B.S., West Virginia Wesleyan College; M.S., West Virginia University.

Charles E. Emery, *Assistant Professor of Education, Dean of Students, Director of Student Aid* (1970). B.S., West Virginia Wesleyan College; M.A., Western Michigan University.

Marjorie A. Field, *Assistant Professor of French* (1969). B.A., Hood College; M.A., Middlebury College.

Alvin Foote, *Assistant Professor of English* (1969). A.B., M.A., Colorado College.

Patty Jean Furman, *Assistant Professor in Health and Physical Education* (1971). B.S., M.S., West Virginia University.

Robert L. Galvin, *Assistant Professor of Government and Director of Institutional Research* (1970). A.B., M.A., West Virginia University.

Linda D. Gamble, *Instructor of Music* (1974). B.Mus., West Virginia University; M.Mus., West Virginia University.

Elizabeth Leaf Gill, *Associate Professor of English* (1967). B.S., Indiana State Teachers College; M.Ed., Indiana University of Pennsylvania.

Joseph Francis Glencoe, Jr., *Associate Professor of Biology* (1966). A.B., M.S., West Virginia University.

Doris S. Godsey, *Assistant Professor of Nursing* (1971). B.S., Indiana State University; M.S., University of Maryland.

Anthony Gum, *Assistant Professor of Business Administration* (1969). A.B., Glenville State College; M.A., Marshall University.

Mary Butcher Hallam, *Associate Professor of Mathematics* (1965). B.S., West Virginia Wesleyan College; M.A., Duke University.

Lillian J. S. Halverson, *Assistant Professor of Home Economics* (1970). B.S., M.S., Stout State University.

Allen T. Hamner, *Associate Professor of Chemistry* (1969). *Instructor of German* (1973). B.S., West Virginia Wesleyan College; Ph.D., Cornell University.

Gary F. Hess, *Assistant Professor of Psychology and Head Basketball Coach* (1974). B.S., West Virginia Wesleyan; M.Ed., West Chester State College.

Paul Ray Hickman, *Professor of Astronomy, Geology, Geography, and Physical Sciences* (1958). B.S., Ohio State University; M.S., West Virginia University.

Annette Regine Hiedemann, *Professor of Psychology* (1968). B.A., University of California; Ph.D., Leopold-Franzens Universitat, Innsbruck, Austria.

David K. Hill, *Instructor in Philosophy* (1973). B.A., University of Kansas; M.A., University of Chicago.

Homer E. Holloway, *Professor of Chemistry* (1961). B.S., M.S., University of Akron; Ph.D., Louisiana State University.

Arthur B. Holmes, *Assistant Professor of Bible and Religion and Dean of the Chapel* (1970). B.S., Stetson University; B.D., Emory University; Ph.D., Drew University.

Francis W. Hughes, *Assistant Professor of Education and Director of the Audio-Visual Media Center* (1969). B.A., Salem College; M.S., Indiana University.

Caroline M. Hornor, *Instructor of Health and Physical Education* (1974). B.S., Ursinus College; M.S., West Virginia University.

Robert L. Hunt, *Associate Professor of History* (1959). B.A., Alderson-Broaddus College; M.A., Marshall College.

Ellis Ivey, II, *Associate Professor of Education* (1971). B.A., University of Texas; M.A., Texas A & I; Ed.D., North Texas State.

Thorvald W. Jorgensen, *Associate Professor of Business Administration and Economics* (1965). B.A., University of Utah; M.B.A., New York University.

Ronald H. Klausewitz, *Assistant Professor of Mathematics and Director of the Computer Center* (1974). B.S., University of South Florida; M.S., University of South Florida.

George Albert Klebez, *Assistant Professor of Health and Physical Education and Coach of Soccer and Swimming* (1971). B.S., West Virginia Wesleyan College; M.S., Indiana University.

George Benjamin Lantz, Jr., *Associate Professor of Bible and Religion* (1967). A.B., West Virginia Wesleyan College; S.T.B., Ph.D., Boston University. ACE-Academic Internship, 1973-74.

Bobby H. Loftis, *Professor of Music* (1959). B.M., Shenandoah Conservatory of Music; M.M., Florida State University; Ph.D., West Virginia University.

Joseph A. Luchok, *Instructor in Speech and Dramatic Arts* (1973). B.A., M.A. History, West Virginia University; M.A., Speech, West Virginia University. Part-time.

Richard Henry Madden, *Assistant Professor of Education and Director of Educational Broadcasting* (1972). B.B.A., University of Notre Dame; M.A., Ohio State University.

William E. Mallory, *Associate Professor of English* (1969). B.A., The American University; M.A., University of Washington.

Catherine P. Marino, *Associate Professor of Nursing* (1973). B.S.N., Catholic University of America; M.S.N., University of Florida.

Marian McBrair, *Professor of English* (1961). A.B., Carroll College; A.M., Northwestern University; Ed.D., Columbia University.

Delores McCollum, *Instructor in Nursing* (1973). B.S.N., University of Colorado. Part-time.

Janet Boggess McCoy, *Associate Professor of English* (1968). B.A., West Virginia Wesleyan College; M.A., University of Maryland.

Walter Joseph McCoy, *Instructor in Government* (1974). B.A., West Virginia Wesleyan College; M.A., Marshall University.

David D. McIntire, *Associate Professor of Psychology and Director of Counseling and Placement* (1973). B.A., West Virginia Wesleyan College; M.A., Ed.D., West Virginia University.

Elizabeth S. McIntire, *Instructor in Special Education* (1973). B.A., West Virginia Wesleyan; M.A., West Virginia University.

George McKinney, *Instructor in Speech and Dramatic Arts* (1973). B.A., West Virginia Wesleyan College; M.F.A., Ohio University.

Douglas S. Medlin, *Assistant Professor of Music* (1973). B.M., University of Georgia; M.M., East Carolina University; Ed.D., University of Illinois.

David Allen Milburn, *Associate Professor of Music* (1966). B.M., M.M., West Virginia University.

Sybil C. Miller, *Assistant Professor of Home Economics (1969)*. B.S., Concord College; M.S., West Virginia University.

Robert D. Moeller, *Assistant Professor in Speech and Dramatic Arts and Technical Director of Theatre* (1971). B.A., West Virginia Wesleyan College; M.F.A., Ohio University.

John J. Monoski, III, *Assistant Professor of History and Director of Summer School and Free Term.* (1969). B.A., Ohio Wesleyan University; M.A., Duke University.

Joseph B. Mow, *Professor of Philosophy* (1963). B.A., Manchester College; B.D., Ph.D., University of Chicago.

James Kenneth Myers, *Associate Professor of Health and Physical Education and Swimming Coach* (1963). B.S., West Virginia Wesleyan College; M.S., West Virginia University.

Kumaran R. Nair, *Associate Professor of Economics* (1969). B.A., M.A., Kerala University, India.

Patton L. Nickell, Jr., *Associate Professor of Education and Registrar* (1963). B.S., West Virginia Wesleyan College; M.A., Marshall University.

Betty Jeannine Groah Norvell, *Professor of Speech and Dramatic Arts* (1957). A.B., Greensboro College; M.A., Ohio University.

Robert J. O'Brien, *Assistant Professor of English* (1971). B.A., Louisiana State University; M.A., Ph.D., University of Iowa.

William B. Oldaker, *Associate Professor of Art* (1970). B.A., West Virginia Wesleyan College; M.A., American University.

James R. Oxendale, Jr., *Assistant Professor of Government* (1970). B.A., M.A., West Virginia University.

Larry Russell Parsons, *Associate Professor of Music* (1968). B.A., Kansas Wesleyan University; M.S.M., Southern Methodist University.

Fredrick Alvin Peterson, *Associate Professor of Anthropology and Director of the Center for Latin American Studies* (1964). B.A., M.A., Mexico City College.

Edward H. Piper, *Assistant Professor in Psychology* (1971). A.B., College of Wooster; M.A., University of Chicago.

Kenneth M. Plummer, *Professor of History* (1959). B.A., Western Maryland College; B.D., Garrett Biblical Institute; Ph.D., University of Chicago.

Charles Irvin Presar, *Associate Professor of Speech and Dramatic Arts* (1967). B.A., Heidelberg College; M.A., Northwestern University.

Sandra Eileen Presar, *Assistant Professor of Speech and Dramatic Arts* (1968). B.S., M.A., Bowling Green State University.

Pamela L. Rager, *Assistant Professor of Nursing* (1973). B.S., M.N., University of Pittsburgh.

G. Paul Richter, *Associate Professor of Chemistry* (1965). B.A., Grinnell College; Ph.D., University of Minnesota.

Clifford E. Rollins, *Assistant Professor of Education and Director of Teacher Education* (1969). B.S., West Virginia Wesleyan College; M.A., Florida Atlantic University.

Samuel Morgan Ross, *Associate Professor of Physical Education and Director of Athletics* (1956). B.S., West Virginia Wesleyan College; M.S., West Virginia University.

George Bowyer Rossbach, *Professor of Biology and Curator of the Herbarium* (1949). B.S., A.M., Harvard University; Ph.D., Stanford University.

Harold P. Roth, *Instructor of Business Administration* (1974). B.S.B.A., West Virginia University; M.B.A., West Virginia University.

Dean H. Ruhlow, *Associate Professor of Business Administration* (1959). B.S., West Virginia Wesleyan College; M.A., University of Nebraska.

Robert Everett Shafer, *Professor of Music* (1951). B.M., B.M.E., M.M., Northwestern University.

David F. Sharpe, *Assistant Professor of History* (1968). B.A., Wheeling College; M.A., University of Scranton.

Ila Josephine Shaw, *Instructor in Nursing* (1973). B.A., St. Mary's Hospital School of Nursing; P.N.A., Certificate, West Virginia University School of Nursing.

June Rose Simmons, *Instructor of Home Economics* (1974). B.S., West Virginia University; M.S., West Virginia University.

James Richard Smith, *Associate Professor of Health and Physical Education, and Director of Intramural Activities* (1968). B.S., West Virginia Wesleyan College; M.S., West Virginia University.

Benjamin Norman Snyder, *Assistant in Speech and Dramatic Arts, Debate Coach* (1972). B.A., M.A., West Virginia University.

Helen Louise Stealey, *Associate Professor of Education and Christian Education and Director of Early Childhood Education* (1960). A.B., West Virginia University; M.A., Duke University.

Ju Kuei Sun, *Associate Professor of Physics* (1963). B.S., National Northwestern University, China; M.S., Virginia Polytechnic Institute.

Frank A. Sworden, *Instructor of Health and Physical Education, Tennis Coach and Assistant Football Coach* (1974). A.B., West Liberty State; M.S., West Virginia University.

Wayland Phenone Taylor, *Associate Professor of Biology* (1964). B.A., San Diego State College; B.D., Garrett Theological Seminary; M.A., San Diego State College.

Mary P. Thiedeman, *Instructor in Library Science and Reference Librarian* (1971). B.A., Rollins College; M.S., Florida State University.

Michael H. Thiedeman, *Assistant Professor of Art* (1971). B.A., Rollins College; M.F.A., Florida State University.

Stephen Daniel Tinelli, *Associate Professor of Art* (1961). B.S., Lamar State College of Technology; M.A., Columbia University.

Patricia Tracewell, *Assistant Professor of Health and Physical Education* (1970). B.S., M.S., West Virginia University.

Carol Ann Treible, *Instructor in Education* (1973). A.B., West Virginia Wesleyan College; M.A., Wright State University.

Helen R. Trusch, *Associate Professor of Nursing* (1973). A.B., Duke University; R.N., Bellevue Hospital School of Nursing, New York City; M.P.H., University of California.

Alexander Varkey, *Assistant Professor of Biology* (1973). B.S., Kerala University; M.S., Agra University; Ph.D., Louisiana State University.

Robert John Wallace, *Assistant Professor of Business Administration* (1960). A.B., J.D., West Virginia University. Part-time.

Margaret Ireland Walls, *Associate Professor of Home Economics* (1960). B.S., West Virginia Wesleyan College; M.S., West Virginia University.

John R. Warner, Jr., *Associate Professor of Sociology* (1970). B.A., Baker University; S.T.B., Ph.D., Boston University.

Elizabeth Murphy Weimer, *Associate Professor of Biology* (1962). B.S., Bethany College; M.S., University of New Hampshire.

Joseph E. Wiest, *Assistant Professor of Mathematics and Physics* (1973). B.S., Eastern Illinois University; M.S., University of Kentucky; Ph.D., University of Kentucky.

Edwin H. Welch, *Associate Professor of Sociology and Anthropology* (1971). B.A., Western Maryland College; S.T.B., Boston University School of Theology; Ph.D., Boston University.

Kenneth Bruce Welliver, *Professor of Bible and Religion* (1964). B.A., DePauw University; B.D., Yale Divinity School; M.A., Ph.D., Yale University.

Esther G. Wilmoth, *Associate Professor of Christian Education* (1965). A.B., West Virginia Wesleyan College; M.A., Scarritt College.

David F. Wolfe, *Associate Professor of Chemistry* (1965). B.S., West Virginia Wesleyan College; M.S., Ph.D., West Virginia University.

Rebecca H. Yount, *Instructor of Education, Associate Dean of Students and Program Director* (1974). B.S., West Virginia University; M.A., West Virginia University.

EMERITI

CALVIN BUELL AGEY, *Professor of Music, Emeritus* (1946-1973). B.M., M.M., College of Music of Cincinnati; Ph.D., Florida State University.

LEWIS BATES CLARK, *Professor of Business Administration, Emeritus* (1952-1959). A.B., M.A., University of Maine; Ed.D., Rutgers University.

JOSE A. FRANQUIZ, *Professor of Philosophy, Emeritus* (1946-1973). A.B., Colgate University; S.T.B., Ph.D., Boston University.

ALBIN R. GILBERT, *Professor of Psychology, Emeritus* (1963-1968). Ph.D., University of Prague.

ARTHUR BENJAMIN GOULD, *Professor of Chemistry, Emeritus* (1943-1967). B.S., West Virginia Wesleyan College; M.S., Ph.D., Cornell University.

RALPH GRIESER, *Associate Professor of Christian Education and Director of Town and Country Work, Emeritus* (1961-1973). A.B., Ohio Wesleyan University; M.Div., Yale Divinity School.

WILLIAM A. HALLAM, *Professor of Mathematics, Emeritus* (1928-1973). B.S., Washington and Jefferson College; A.M., Johns Hopkins University; D.S., West Virginia Wesleyan College.

ESTHER THOLIN McALLESTER, *Associate Professor of Home Economics, Emeritus* (1953-1968). A.B., North Central College; M.S., Cornell University.

MARY McKITTRICK, *Professor of German, Emeritus* (1955-1973). A.B., Mount Holyoke College; M.A., University of Pittsburgh; Ph.D., University of Wisconsin.

HELEN STOCKERT MORGAN, *Associate Professor of Library Science and Librarian, Emeritus* (1946-1970). A.B., West Virginia Wesleyan College; B.S., Columbia University.

JUANITA BOWYER PARKER, *Professor of Business Administration and Economics, Emeritus* (1953-1973). B.S., West Virginia Institute of Technology; M.A., Marshall College.

DAVID ECHOLS REEMSNYDER, *Professor of Physical Education and Director of Athletics, Emeritus* (1935-1973). B.S., West Virginia Wesleyan College; A.M., Ohio State University; D.P.E., West Virginia Wesleyan College.

FLORENCE W. SCHAPER, *Professor of Sociology and Director of Counseling and Placement, Emeritus* (1950-1967). B.S., M.A., University of Missouri; Ph.D., New York University.

RALPH LAVERY SHATTUCK, *Associate Professor of Education* (1960-1969). A.B., Emerson College; M.Ed., University of Buffalo.

JOHN DAVID SHAVER, *Professor of Speech and Dramatic Arts, Emeritus* (1947-1968). B.S., Northeast Missouri State Teachers College; M.A., State University of Iowa.

CECIL THAYER WHITE, *Associate Professor of Government, Emeritus* (1966-1973). A.B., Southwestern University; M.A., George Washington University.

MARGARET E. WELLS, *Associate Professor of English, Emeritus* (1964). B.A., M.A., West Virginia University.

HEYWARD A. WILLIAMS, *Assistant Professor of Business Administration and Treasurer, Emeritus* (1942-1968). A.B., West Virginia Wesleyan College.

NELLIE GERTRUDE WILSON, *Assistant Professor of Christian Education and Official College Hostess, Emeritus* (1943-1967). A.B., DePauw University.

List of Presidents

BENNETT W. HUTCHINSON, A.M., S.T.D., LL.D., 1890-1898
FRANK B. TROTTER, A.M., LL.D. (Acting), 1898
SIMON L. BOYERS, A.M., D.D., 1898-1900
JOHN WIER, A.M., D.D., 1900-1907
CARL G. DONEY, Ph.D., LL.D., 1907-1915
THOMAS W. HAUGHT, A.M., Sc.D. (Acting), 1913-1914
WALLACE B. FLEMING, Ph.D., D.D., L.H.D., LL.D., 1915-1922
THOMAS W. HAUGHT, A.M., Sc.D. (Acting), 1922-1923
ELMER GUY CUTSHALL, Ph.D., 1923-1925
THOMAS W. HAUGHT, A.M., Sc.D. (Acting), 1925-1926
HOMER E. WARK, Ph.D., LL.D., 1926-1931
ROY McCUSKEY, S.T.B., D.D., 1931-1941
WALLACE B. FLEMING, Ph.D., D.D., L.H.D., LL.D. (Acting), 1941-1942
JOSEPH WARREN BROYLES, Ph.D., D.D., 1942-1945
ARTHUR ALLEN SCHOOLCRAFT, Ph.D., LL.D., (Acting), 1945-1946
WILLIAM JOHN SCARBOROUGH, Ph.D., LL.D., 1946-1956
ARTHUR ALLEN SCHOOLCRAFT, Ph.D., LL.D. (Acting), 1956-1957
STANLEY HUBERT MARTIN, A.B., S.T.B., M.A., Ph.D., D.D., LL.D., 1957-1972
KENNETH M. PLUMMER, A.B., B.D., Ph.D. (Acting), 1971
RICHARD ALVIN CUNNINGHAM, B.S., M.Ed., Ed.D. (Acting), 1972-1973
JOHN DAVISON ROCKEFELLER IV, A.B., LL.D., L.H.D., D.P.S., 1973-

List of Deans

FRANK B. TROTTER, LL.D., 1890-1907
WILLIAM A. HAGGERTY, Ph.D., 1907-1909
THOMAS W. HAUGHT, Sc.D., 1909-1929
OSCAR DOANE LAMBERT, Ph.D., 1929-1944
ARTHUR ALLEN SCHOOLCRAFT, Ph.D., LL.D., 1944-1959
ORLO STRUNK, JR., Ph.D., 1959-1968
NELSON M. HOFFMAN, JR., Ph.D., 1968-1970
RICHARD ALVIN CUNNINGHAM, Ed.D. (Acting), 1970-1971
KENNETH M. PLUMMER, Ph.D., 1971-1973
RICHARD ALVIN CUNNINGHAM, Ed.D. (Acting), 1973-1974
WILLIAM H. CAPITAN, Ph. D., 1974-

Degrees Conferred

Degrees Conferred in May 1974

Bachelor of Arts

RITE

ADAMS, THOMAS WILLIAM (3)
French
Carlisle, Pennsylvania

ALBANESE, JOSEPH GARY (1)
Sociology and Anthropology
Belvidere, New Jersey

AMON, COLLEEN
Education
Pittsburgh, Pennsylvania

ANDERSON, THEODORE CARL
Bible and Religion
Gainesville, Florida

ANDREWS, REBECCA NEWCOMER
Early Childhood Education
Elizabeth, Pennsylvania

APGAR, GEORGE NATHAN, JR.
History
Middlesex, New Jersey

BAILES, CLYDE EUGENE, JR. (4)
History
Summersville, West Virginia

BANDY, JAMES PHILLIP (3)
French
Weston, West Virginia

BARDO, BENJAMIN FRANKLIN
Sociology and Anthropology
West Hartford, Connecticut

BARNES, PATRICIA LOUISE
Sociology and Anthropology
Mountain Lakes, New Jersey

BECKER, MARY HARVEY
Art
Parkersburg, West Virginia

BELL, PATRICIA JANE
Early Childhood Education
Lansdale, Pennsylvania

BERKS, CAROLYN LOUISE
English
Needham, Mass.

BICKEL, JULIA MARLENE
English
Elkins, West Virginia

BLAIR, PAMELA JANE
Education
Chevy Chase, Maryland

BRAGG, LAURA FRANCES
Chemistry
Madison, West Virginia

BROWN, LOUISE I.
Sociology and Anthropology
Upper Saint Clair, Pennsylvania

BROWN, ROLAND MYERS, III
History
Rockville, Maryland

BROWN, STEPHEN MARTIN
Psychology
Lancaster, Pennsylvania

BRUNDAGE, WILLIAM ALLAN
Sociology and Anthropology
Parkersburg, West Virginia

BURK, J. MATTHEW
History
Pittsburgh, Pennsylvania

CAMPBELL, KAREN SUE
Education
Stahlstown, Pennsylvania

CARSON, DAVID WILLIAM
Art
Hyattsville, Maryland

CHEWNING, ROGER EARL (3)
Sociology and Anthropology
Morrisville, Pennsylvania

COGAN, ROBERT THOMAS (4)
Psychology
East Greenwich, Rhode Island

COOK, JAY PAUL
Bible and Religion
Scenery Hill, Pennsylvania

COOPER, SARA CATHERINE HENRY
Music
Richmond, Virginia

COULTAS, JOSEPHINE ANN (3)
Bible and Religion
Potomac, Maryland

CRAFT, MELINDA JANE
Speech and Dramatic Arts
Weston, West Virginia

CRAMER, THOMAS WILEY
Psychology
Pittsburgh, Pennsylvania

CRAWFORD, CHRISTINE LESLIE
Art
Pittsburgh, Pennsylvania

DANKO, KATHERINE ELAINE
Art
Derry, Pennsylvania

DESFORGES, DEBORAH W. (1)
Education
Naples, Florida

DUCHENE, SUSAN MARIE
Psychology
College Park, Maryland

DURELL, JUDITH LYNN
Education
Pittsburgh, Pennsylvania

EBERLY, JAMES ALLEN
Government
Pittsburgh, Pennsylvania

EDWARDS, MARTHA JEAN
Education
Wilbraham, Massachusetts

FEDORONKO, MARY ANN (2)
Philosophy
Clairton, Pennsylvania

FIPP, WARREN THOMAS
Education
Silver Spring, Maryland

FOSTER, JAMES H.
Economics
Titusville, Pennsylvania

FOSTER, ALEXANDER DAVIS (2)
History
McKeesport, Pennsylvania

FOTI, PHILIP L. (1)
Psychology
Clifton, New Jersey

FOX, BONNIE ANN (3)
Art
Spring Lake Heights, New Jersey

FRANCE, ANDREW GRAHAM (1)
History
Middletown, Connecticut

FRANCIS, WILLIAM CHARLES
Government
Mahopac, New York

GEBHARDT, JAMES E.
Government & Bus. Adm.
Easton, Pennsylvania

GENNA, LESLEY KAREN
Early Childhood Education
East Islip, New York

GERWIG, ROBERT BRUCE
History
Charleston, West Virginia

GLENN, DEBORAH ANN
Education
Montgomery, West Virginia

GOLDBECK, SANDRA LOUISE
Sociology and Anthropology
Simsburg, Connecticut

GOUGH, CINDA LOUISE RITTER
Education
Darlington, Pennsylvania

GOUGH, ROBERT EMERSON
Economics
Bethel Park, Pennsylvania

GREEN, DANIEL RAY
Education
Buckhannon, West Virginia

HAMILTON, JAMES ARTHUR (4)
Philosophy
Williamstown, Massachusetts

HANSEN, ARTHUR W. (1)
Art
Buckhannon, West Virginia

HARDESTY, ANNE LESLIE
Early Childhood Education
Shinnston, West Virginia

HARRIS, PHILIP MICHAEL (4)
History
Elkins, West Virginia

HARRISON, SUSAN C.
Education
Landisville, Pennsylvania

HARRISON, WAYNE ALAN
Economics
Rockville, Maryland

HART, CATHERINE ANNE
Early Childhood Education
Irvington, New York

HAWKINS, JOYCE MARIE
Sociology and Anthropology
Towson, Maryland

HELMAN, CHARLES SCOTT
Art
Jeannette, Pennsylvania

HENDERSHOT, ANNICK RUTH (3)
Early Childhood Education
North Plainfield, New Jersey

HENRY, JEANELLEN THOMPSON
Early Childhood Education
Baltimore, Maryland

HILTON, CONNIE SUE
Education
Fort Lauderdale, Florida

HODGE, FRED WILLIAM
Education
Portland, Connecticut

HOLYFIELD, RHONDA CLEON
Early Childhood Education
Clarksburg, West Virginia

HULYK, ROBERT GLASSBURN (3)
Government
Jeannette, Pennsylvania

HYER, SALLY ANN
Sociology and Anthropology
Point Pleasant, West Virginia

JOHNSON, JAMES TUCKER (2)
English
St. Albans, West Virginia

KEMENA, JOHN REGIS (1)
Psychology
Monroeville, Pennsylvania

KEPLINGER, ELLIS WAYNE (3)
Bible and Religion
Buckhannon, West Virginia

KING, CAROL CHRISTINE
Education
Elizabeth, Pennsylvania

KIRNER, WILLIAM PATRICK (3)
Art
Fanwood, New Jersey

KNAUFF, BRIAN ARTHUR
Economics and Bus. Adm.
Sykesville, Maryland

LEATHERBERRY, CANDACE DIANA
Education
Denville, New Jersey

LEE, PAULETTE KAY
Education
Suitland, Maryland

LEIGHTY, RALPH KENT
Psychology
Pittsburgh, Pennsylvania

LUCK, MARGARET L.
Bible and Religion
Kane, Pennsylvania

MANLEY, WILLIAM GROVER, III
Education
Clarksburg, West Virginia

MARTIN, LINDA MARIE (3)
Sociology and Anthropology
Buckhannon, West Virginia

MATHIAS, WILLIAM LLOYD
Education
Pittsburgh, Pennsylvania

McCLAIN, JAMES A. (1)
Psychology
Clarendon, Pennsylvania

McCRAY, PATTY JUNE (1)
Government
Davis, West Virginia

McCUSKEY, MARGUERITE
Sociology and Anthropology
Parkersburg, West Virginia

McGUCKIN, DEBORAH ANNE
Education
Hornell, New York

McGUFFY, BARBARA P.
Psychology
Smithton, Pennsylvania

McINTYRE, BARBARA BERHYL
Early Childhood Education
Colonia, New Jersey

McNEILL, DOUGLAS VAUGHN
Sociology and Anthropology
Charleston, West Virginia

McNEMAR, RANDALL LYNN (4)
Education
Buckhannon, West Virginia

METZGER, LINDA JANICE
Early Childhood Education
St. Albans, West Virginia

MILLER, BARON MATTHEW
Government
Charleston, West Virginia

MILLER, PATRICIA ANN
Sociology and Anthropology
Pompton Lakes, New Jersey

MILLS, MARCIA LEE
Education
Clairton, Pennsylvania

MOSER, RICK ALTON
Bible and Religion
Hagerstown, Maryland

MUSTO, JOSEPH ROBERT
Government
Piscataway, New Jersey

MYERS, JAMES TIMOTHY
Speech and Dramatic Arts
Buckhannon, West Virginia

NEHODA, LYNN
Sociology and Anthropology
Vienna, West Virginia

NEWLON, KATHRYN EILEEN
Education
Philippi, West Virginia

O'NEIL, VICKIE SUE
Speech and Dramatic Arts
Mouth of Seneca, West Virginia

OSBORNE, NANCY JANE
Education
Wayne, New Jersey

PADUS, MICHAEL, JR.
Sociology and Anthropology
Allentown, Pennsylvania

PATTERSON, JOHN DOUGLAS
Bible and Religion
Beaver Falls, Pennsylvania

PATTON, JUDITH LAVELLE
Sociology and Anthropology
Charleroi, Pennsylvania

PHILLIPS, DEBORAH LYNN
Sociology and Anthropology
Bowie, Maryland

QUATTRINI, MARYANNA THERESA
Music
Corning, New York

RAYKOVICS, KANDACE KISSICK
Education

RHODES, LINDA MARILYN
Early Childhood Education
Maplewood, New Jersey

RINGLER, RICHARD SLEESMAN (1)
Bible and Religion
Greensburg, Pennsylvania

RIPLEY, JOHN MICHAEL (1)
Sociology and Anthropology
Charleston, West Virginia

RODEHEAVER, JOYCE BOND
Sociology and Anthropology
Montpelier, Vermont

ROWLEY, DUNCAN
History
Woods Hole, Massachusetts

RUSSELL, PAUL DAVID (3)
Psychology
Newport News, Virginia

RYCROFT, KENNETH BRUCE (4)
Psychology
Buckhannon, West Virginia

SADLER, FREDERICK JAMES
History
Rockville, Maryland

SAVAGE, DANIEL LEE
Bible and Religion
Parkersburg, West Virginia

SCHAEFER, MARCIA ANN
Psychology
Pittsburgh, Pennsylvania

SEIDEL, JAMES EARL
Government
Hazlet, New Jersey

SHAFFER, ANN CHRISTMAN (4)
Christian Education
Madison, West Virginia

SHIELD, ANN MARIE (3)
Education
Ridgway, Pennsylvania

SHOCKEY, CYNTHIA A.
Sociology and Anthropology
Berkeley Springs, West Virginia

SHOPE, GARY L.
Bible and Religion
Girard, Pennsylvania

SHREWSBERRY, ELIZABETH ANN
Education
Shady Spring, West Virginia

SIEGEL, CONSTANCE JO
Early Childhood Education
Irwin, Pennsylvania

SIMMONS, RONALD KEITH
Christian Education and
Sociology and Anthropology
Elkins, West Virginia

SIMMONS, RUTH LANTZ
Speech and Dramatic Arts
Rodgersville, Pennsylvania

SLATES, JANET LYNN
Early Childhood Education
Oak Hill, West Virginia

SMITH, JANET ELAINE
Early Childhood Education
Greensburg, Pennsylvania

STANSBURY, MARK CALLAWAY
Art
Buckhannon, West Virginia

STANSBURY, SHARON
Education
Beckley, West Virginia

STEWART, CHARLES EDWARD, JR.
Music
Piedmont, West Virginia

STOKES, DEBORAH ANNE
Christian Education
Clairton, Pennsylvania

STONE, WILLIAM RUSSELL
Economics
Wheeling, West Virginia

STORER, JAMES ARTHUR, JR.
History
Elizabeth, Pennsylvania

SUN, LIYEN LYNN
Chemistry
Buckhannon, West Virginia

TEBAY, DAVID SCOTT
Psychology
Butler, Pennsylvania

TERRY, MARILYN GAIL
Early Childhood Education
Pittsburgh, Pennsylvania

THOMAS, SUSAN JEAN
Psychology
Pittsburgh, Pennsylvania

TOMPKINS, GRANT EDWARD, III
Psychology
Montclair, New Jersey

TORNELL, MARION RUTH
English
Penn Hills, Pennsylvania

TRIMMER, EDWARD ALBERT
Social Science
Verona, New Jersey

WALKER, THOMAS DEAN
Speech and Dramatic Arts
Bedford, Pennsylvania

WALLER, ELLIS MONIQUE
English and
Sociology and Anthropology
Huntington Beach, California

WALSH, STEPHANIE LYNN
Sociology and Anthropology
McKeesport, Pennsylvania

WARBURTON, EDWARD J.
Government
Haverhill, Massachusetts

WATSON, JAMES W.
History
Syracuse, New York

WEAVER, BEVERLY ANN
Sociology and Anthropology
Kinnelon, New Jersey

WELLMAN, JAMIE (3)
English
Point Pleasant, West Virginia

WELTY, ALAN EARL (2)
History
Ligonier, Pennsylvania

WENTZ, CAROL ANN (3)
Sociology and Anthropology
Buckhannon, West Virginia

WESTFALL, KAREN SUE
Sociology and Anthropology
Buckhannon, West Virginia

WHEATLEY, MICHAEL ROBERT
Psychology
Newell, West Virginia

WHITE, ROBERTA GLENDELINE
Sociology and Anthropology
Weston, West Virginia

WILFONG, DOROTHY GRAY (3)
Sociology and Anthropology
Charleston, West Virginia

WOLFGANG, GERALD LYNN
Chemistry
New Bethlehem, Pennsylvania

WOODS, SAMUEL C., III
Psychology
Glade Springs, West Virginia

MAGNA CUM LAUDE

BROWN, DARMAE JUDD
Music
Harpers Ferry, West Virginia

BROWN, JAY MONTGOMERY
Bible and Religion
Vienna, West Virginia

SIMMONS, GLORIA JEAN
English
Clarksburg, West Virginia

CUM LAUDE

ANDERSON, DEBORAH DIANE
Education
Erie, Pennsylvania

BECKER, RONALD LELAND
Early Childhood Education
Wheeling, West Virginia

BUNKE, BRUCE GRIFFOUL (2)
English
Upper Monclair, New Jersey

BURDETTE, RUTH ANN
Early Childhood Education
Boyds, Maryland

CAMPBELL, DEBORAH LOUISE
Government & Spanish
Gladwyne, Pennsylvania

DAVIS, VIRGINIA LOUISE
Psychology
Carnegie, Pennsylvania

DYE, LINDA SUSAN
Sociology and Anthropology
Potomac, Maryland

HARDMAN, SUSAN GOODWIN
Education
Spencer, West Virginia

LAMBIE, BRENDA RAE
Sociology and Anthropology
Uniontown, Pennsylvania

WOLFE, NANCY MIRIAM
Sociology and Anthropology
Penn Hills, Pennsylvania

Bachelor of Music Education

RITE

HESS, PAULA JOAN
Music
Parkersburg, West Virginia

MICK, WALTER MICHAEL
Music
Buckhannon, West Virginia

MOORE, FORREST DRYDEN, III
Music
Scottdale, Pennsylvania

ROGERS, GINGER ANN
Music
Johnstown, Pennsylvania

STRONG, DIANNE
Music
Trafford, Pennsylvania

TANNER, DEBORAH KAY
Music
Matewan, West Virginia

Bachelor of Science

RITE

BAKE, KATHRYN PATRICE
Home Economics
Kensington, Maryland

BARB, HOLLY LORENE
Nursing
Greensboro, Pennsylvania

BARTH, MARILYN ANN
Home Economics
Buckhannon, West Virginia

BAUER, DOROTHEA G. (1)
Nursing
Cranford, New Jersey

BELL, RONALD BRUCE (3)
Business Administration
Wayne, New Jersey

BENNER, CYNTHIA ANNE
Nursing
McMurray, Pennsylvania

BERTHOLD, DAVE J.
Physical Education
Monroeville, Pennsylvania

BISER, DANIEL CALVIN
Business Administration
Adamstown, Maryland

BITTNER, JANET MARIE
Nursing
Coraopolis, Pennsylvania

BLACKBURN, DAVE SCOTT (4)
Business Administration
Elkins, West Virginia

BLAICH, PRISCILLA ANNE
Home Economics
Cranbury, New Jersey

BOGERT, ROLAND MILLER
Business Administration
Buckhannon, West Virginia

BRAKE, ALICE LYNN
Biology
Bridgeport, West Virginia

BRINKLEY, ELIZABETH ALLMAN
Physical Education
New Market, Maryland

CAHILL, JUDITH LYNN
Home Economics
Upper St. Clair, Pennsylvania

CALHOUN, ALICE FAITH
Home Economics
Frametown, West Virginia

CAMPBELL, MARTHA JANE
Home Economics
Summersville, West Virginia

CARLSON, RANDAL LEE
Physical Education
North Canton, Ohio

CARMICHEL, CRAIG ROBERT
Business Education
Fayetteville, New York

CHAMBERLAIN, JAYNE LYNN
Business Education
Latrobe, Pennsylvania

CHANDLER, R. RICHARD
Business Administration
Buckhannon, West Virginia

CLAUSELL, ALFRED MITCHELL
Mathematics
Pittsburgh, Pennsylvania

COMBS, LOU ANNE
Business Administration
French Creek, West Virginia

CROWDER, KATHRYN ROSE
Nursing
Chesapeake, West Virginia

DANKO, KAREN JANE
Physical Education
Derry, Pennsylvania

DEAN, WILLIAM GALE
Business Administration
Buckhannon, West Virginia

DELANY, CAROL ANN
Nursing
Chevy Chase, Maryland

DePREFONTAINE, DEBORAH
Home Economics
Maple Glen, Pennsylvania

DETWEILER, BERWYN SCOTT, III
Business Administration
Uniontown, Pennsylvania

DILWORTH, DEBORAH ANN
Biology
Connellsville, Pennsylvania

DERAGON, WILLIAM N. JR. (2)
Business Administration
Chevy Chase, Maryland

DuCOEUR, CAROLYN SUE
Home Economics
Charleroi, Pennsylvania

EDELMAN, BARBARA LYNNE
Nursing
Pittsburgh, Pennsylvania

ELKINS, CHARLES E., II
Physical Education
Hamlin, West Virginia

ELLISON, MARTHA ANN
Home Economics
Vienna, West Virginia

ESAIAS, ANN O'NEAL
Biology
Oxon Hill, Maryland

FINCH, STEPHEN CHARLES (4)
Biology
Hamburg, New York

FOSHEE, JEFFREY ALAN
Business Administration
Pittsburgh, Pennsylvania

FREER, DOUGLAS CHARLES
Business Administration
Clark Summit, Pennsylvania

GALLAGHER, GAY ANITA
Nursing
York, Pennsylvania

GLANTZ, NORRIS LEE
Business Administration
Greensburg, Pennsylvania

GLEIM, ROBERT J.
Mathematics
Point Pleasant, New Jersey

GOVERN, EUGENE FRANCIS, III (3)
Physical Education
Stamford, New York

HADDAD, RODNEY SAMUEL
Business Administration
St. Albans, West Virginia

HANCOCK, JEFF EWING
Business Administration
Wilton, Connecticut

HARPER, SUSAN LYNN
Business Administration
Buckhannon, West Virginia

HARPER, WILLIAM MICHAEL
Business Administration
Buckhannon, West Virginia

HARRIS, THOMAS RUSSELL, JR. (3)
Business Administration
Bethel Park, Pennsylvania

HEADLEY, MARY WHITE
Home Economics
Pleasant Hill, Pennsylvania

HENSCHEL, DONALD
Business Administration
Middletown, New Jersey

HILL, LINDA SUE
Home Economics
Hillsboro, West Virginia

HODGE, FRANCIS GOODRICH, III
Business Administration
Glastonbury, Connecticut

HOLLOWAY, BRIAN PARKER
Biology and Chemistry
Lynnfield, Massachusetts

HOLMES, ALBERT ROSS, JR.
Business Administration
Wayne, New Jersey

HORTON, RICHARD NEIL, JR.
Business Administration
Bethel Park, Pennsylvania

HOYLE, KEVIN D. (3)
Business Administration
Scotch Plains, New Jersey

JACK, KIMBERLY LARAINE
Physical Education
Pittsburgh, Pennsylvania

JACK, WILLIAM JOSEPH, JR. (3)
Physical Education
Pittsburgh, Pennsylvania

JAMES, WILLIAM DOUGLAS
Business Administration
North Caldwell, New Jersey

JEFFERSON, SCOTT S., III
Business Administration
Clairton, Pennsylvania

JENNINGS, JANICE M.
Physical Education
Roselle Park, New Jersey

JORDAN DELMA G.
Nursing
Buckhannon, West Virginia

KALAFAT, GEORGE JOHN (3)
Business Administration
Fanwood, New Jersey

KELLY, RICHARD BURCHMORE (2)
Business Administration
Rockford, Illinois

KIGHT, KRISTI LYNNE
Home Economics
Cumberland, Maryland

KING, GARY DON
Business Administration
Virginia Beach, Virginia

KOHLER, WILLIAM PHILLIP, III
Physics
Greensburg, Pennsylvania

KOPS, ANNE MARGUERITE
Home Economics
North Caldwell, New Jersey

KUHN, DARRELL JOHN
Business Administration
Natrona Heights, Pennsylvania

KUNKEL, WILLIAM HOWARD, JR.
Business Administration
Pittsburgh, Pennsylvania

LANG, DAVID B.
Business Administration
Berkeley Springs, West Virginia

LEAVY, DAVID JOHN (3)
Business Administration
Pittsburgh, Pennsylvania

LEESON, CARLA LOUISE
Nursing
Bridgeport, West Virginia

LENHART, DEBRA C.
Home Economics
Pittsburgh, Pennsylvania

LEONARD, THOMAS GREGORY
Business Administration
Locust Valley, New York

LESLIE, JOHN REID, III (4)
Business Administration
Oceanside, New York

LEWIS, MARILYN GAIL
Home Economics
Pittsburgh, Pennsylvania

LLOYD, ROBERT THOMAS
Biology and History
Frostburg, Maryland

LOGAN, ANDREW ROOME
Business Administration
Demarest, New Jersey

LOVE, MARGARET ANNE (2)
Business Administration
Baltimore, Maryland

LUCENTE, FRANK ANTHONY (4)
Physical Education
Clarksburg, West Virginia

MARASCO, JOSEPH A., II
Biology
Washington, Pennsylvania

MAURER, DALE ALLEN (2)
Business Administration
Longwood, Florida

McEWEN, DAWN MARIE (4)
Home Economics
Bangor, Pennsylvania

McFARLAND, BARBARA GENE
Physical Education
Greensburg, Pennsylvania

McKEE, ROBERT ALLEN
Business Administration
Coshocton, Ohio

MILER, MICHAEL ROBERT (3)
Physical Education
Windsor, Connecticut

MILLER, ELWOOD JAMES
Mathematics and Chemistry
Vienna, West Virginia

MONGOLD, SARAH L.
Business Administration
Elkins, West Virginia

NAUGLE, JOHN CLIFFORD, JR. (3)
Biology
Ligonier, Pennsylvania

NEWMAN, PATRICIA ANN
Business Administration
Towson, Maryland

NUSCHER, RUTH ELIZABETH
Nursing
Fair Lawn, New Jersey

OLSEN, JOHN ALLEN
Business Administration
Point Pleasant, New Jersey

OLSON, JOHN MARK
Biology
Warren, Pennsylvania

PENHALL, DENISE ANN
Home Economics
Youngwood, Pennsylvania

PERPERAS, NICHOLAS
Physical Education
Roselle Park, New Jersey

PETTERSEN, LYNNE KATHLEEN
Home Economics
Kinnelon, New Jersey

PHARES, PAMELA KARLA
Nursing
Onego, West Virginia

PHIPPS, KATHRYN ANNE
Nursing
Huntington, West Virginia

POUNDSTONE, VICTORIA JANE
Physical Education
Buckhannon, West Virginia

RENEAU, JAMES McLEMORE
Physical Education
Grafton, West Virginia

RICHARDS, WILLIAM LOUIS
Mathematics
Camp Hill, Pennsylvania

RIDDER, NANCY ANN
Nursing
Keyser, West Virginia

RODEHEAVER, RANDLE ALAN
Business Administration
Oakland, Maryland

ROMANO, DEBORAH ELIZABETH
Nursing
Thurston, Ohio

ROSA, THOMAS L.
Business Administration
Rayland, Ohio

ROSE, KENNETH HOWARD
Business Administration
Brownsville, Pennsylvania

RUDY, DONNA JEAN
Nursing
Wardensville, West Virginia

RYBINSKY, JAMES PETER
Mathematics
Carmel, New York

SADLER, DAVID DENNIS
Business Administration
Stahlstown, Pennsylvania

SECULA, DEBORAH LEE (3)
Home Economics
Pittsburgh, Pennsylvania

SEIBERT, IVA LORENE
Library Science
Clarksburg, West Virginia

SHIELDS, CHARLES SNOWDEN
Business Administration
Gibsonia, Pennsylvania

SHREVE, JUDITH ANN
TOMMARELLO (2)
Biology
Buckhannon, West Virginia

SMITH, CHERYL ANN
Home Economics
Plaistow, New Hampshire

SNAVELY, JAMES RITCHIE (3)
Business Administration
Landisville, Pennsylvania

SPAGNOLI, DANIEL B.
Biology
Upper St. Clair, Pennsylvania

SPONAUGLE, JUDITH ANN
Home Economics
Buckhannon, West Virginia

STAUBACH, HELEN-MARIE
Physical Education
Pelham, New York

STEELE, DEBORAH BERNICE
Home Economics
McMurray, Pennsylvania

STOWASSER, MARY KATHERINE
BLETHEN
Biology
Huntington, West Virginia

STURM, RICHARD CHARLES
Business Administration
North Canton, Ohio

STYER, MICHAEL H.
Business Administration
Red Hill, Pennsylvania

SWANSON, MARGARET ANN
Home Economics
Chatham, New Jersey

TALBOTT, ALTHA LEE, JR. (3)
Physical Education
Buckhannon, West Virginia

TANTILLO, BENEDICT, III
Physical Education
Vernon, Connecticut

VANSANT, LARRY AUGUSTUS
Business Administration
Mt. Airy, Maryland

VOLZ, KATHARINE LYNN
Library Science
Leonia, New Jersey

VREELAND, ROY DEMAREST, III
Business Administration
Midland Park, New Jersey

VROOM, GEORGE BENNER
Business Administration
Cranford, New Jersey

WAGONER, RICHARD ELLIS, JR.
Business Administration
Denville, New Jersey

WALKER, NANCY C.
Home Economics
Potomac, Maryland

WALSH, JOHN MICHAEL
Physical Education
Manchester, Connecticut

WASSON, JOYCE ANN (2)
Business Administration
Silver Spring, Maryland

WATSON, CAROLYN SUE
Biology
Clarksburg, West Virginia

WECK, ROBERT HARRY
Business Administration
Parlin, New Jersey

WEINGART, SALLY PHYLLIS (3)
Physical Education
Skillman, New Jersey
WHITE, JUDY ANN STONE
Business Administration
Buckhannon, West Virginia
WHITE, KAREN SUE
Nursing
Buckhannon, West Virginia
WHITMER, DAVID MICHAEL
Business Administration
Bethesda, Maryland
WHITLOCK, WILLIAM PATRICK
Physical Education
Summersville, West Virginia
WILBUR, STEVEN HAROLD
Business Administration
Swedesboro, New Jersey
WILKINSON, ROGER ANN
Mathematics
Pineville, West Virginia
WINSHIP, RICHARD DAVID
Business Administration
Princeton, New Jersey
YAPLE, DANIEL GARY
Biology
Johnsonburg, Pennsylvania
YOUNT, CAROL CHENOWETH (2)
Home Economics
Miami, Florida

SUMMA CUM LAUDE

PARNELL, LYNN FRANCES
Library Science
Pittsburgh, Pennsylvania
SANDERS, JOHN RICHARD
Business Administration
Rock Cave, West Virginia
ULRICH, KAREN LYNN (3)
Mathematics
Neversink, New York
WILLIARD, DEBORAH ANN
Biology
Charleston, West Virginia

MAGNA CUM LAUDE

BOYD, MARY SIMON
Mathematics
Huntington, West Virginia
COGLEY, RICHARD LEE
Chemistry
Punxsutawney, Pennsylvania
HOELLEIN, KENNETH DONALD
Chemistry
Pittsburgh, Pennsylvania
KLAPACH, CAROL ANN
Nursing
Strabane, Pennsylvania
PENN, JOHN HOWARD
Chemistry
Scenery Hill, Pennsylvania
SHREVE, JOSEPH MELTON
Mathematics
Lewisburg, West Virginia

CUM LAUDE

ALLEN, ELEANOR JO
Biology
Williamstown, West Virginia
GAINER, KATHERINE LYNNE
Mathematics
Shinnston, West Virginia
PHILLIPS, STEVEN RICHARD
Business Administration
Buckhannon, West Virginia
SUTIONO, ALEX
Mathematics
Medan, Indonesia
VANARSDALE, LAUREL RUTH
Nursing
Pittsburgh, Pennsylvania
VICTOR, SUSAN KAY
Library Science
Barrackville, West Virginia
WYNE, ELIZABETH ANN
Nursing
Webster Springs, West Virginia

(1) As of July 18, 1973
(2) As of August 22, 1973
(3) As of December 21, 1973
(4) As of January 29, 1974

HONORARY DEGREES

BOETTICHER, GAYZELLE
Doctor of Humane Letters
MOYE, ALFRED L.
Doctor of Laws
VANCE, CYRUS R.
Doctor of Laws
WOOD, F. EMERSON
Doctor of Divinity

Statistical Data

1974-75

Summary of Degrees Conferred

1905 — 1974

YEAR	A.B.	B.S.	B.M.E.	B.M.	B.L.	B.P.	M.A.	Total	Honorary Degrees	Total
1905	5	....	....	....	....	....	....	5	....	5
1906	3	....	....	....	....	....	....	3	....	3
1907	2	....	....	....	....	....	....	2	....	2
1908	3	1	....	....	....	....	....	4	....	4
1909	1	1	....	....	....	....	....	2	....	2
1910	3	....	....	....	....	3	....	6	....	6
1911	6	4	....	....	3	....	....	13	....	13
1912	7	3	....	....	1	....	....	11	3	14
1913	4	5	....	....	1	3	1	14	2	16
1914	4	4	....	....	4	1	....	13	2	15
1915	13	3	....	....	....	4	....	20	2	22
1916	11	12	....	....	....	....	2	25	3	28
1917	33	4	....	....	....	....	2	39	3	42
1918	26	....	....	....	....	....	1	27	3	30
1919	25	1	....	2	....	....	....	28	1	29
1920	37	6	....	1	....	....	1	45	....	45
1921	32	5	....	2	....	....	1	40	2	42
1922	36	10	....	....	....	....	....	46	5	51
1923	42	14	....	....	....	....	....	56	....	56
1924	40	12	....	....	....	....	1	53	2	55
1925	55	13	....	....	....	....	....	68	3	71
1926	45	14	....	....	....	....	....	59	....	59
1927	39	22	....	....	....	....	....	61	4	65
1928	38	19	....	1	....	....	....	58	3	61
1929	39	17	....	....	....	....	....	56	3	59
1930	39	13	....	....	....	....	....	52	1	53
1931	48	20	....	1	....	....	1	70	....	70
1932	45	23	....	....	....	....	....	68	3	71
1933	28	21	....	....	....	....	3	52	2	54
1934	37	24	....	....	....	....	2	63	....	63
1935	33	31	....	....	....	....	1	65	4	69
1936	39	29	....	....	....	....	....	68	3	71
1937	36	34	....	....	....	....	....	70	3	73
1938	40	34	....	....	....	....	....	74	2	76
1939	58	58	....	....	....	....	....	116	4	120
1940	53	45	....	....	....	....	....	98	6	104
1941	39	39	....	....	....	....	....	78	4	82
1942	61	35	....	....	....	....	....	96	3	99
1943	64	33	....	....	....	....	....	97	2	99
1944	16	17	....	....	....	....	....	33	4	37
1945	18	18	....	....	....	....	....	36	3	39
1946	27	25	....	....	....	....	....	52	5	57
1947	34	31	....	....	....	....	....	65	1	66
1948	51	63	....	....	....	....	....	114	4	118
1949	82	122	....	....	....	....	....	204	4	208
1950	92	97	....	....	....	....	....	189	5	194
1951	77	79	....	....	....	....	....	156	6	162
1952	83	53	....	....	....	....	....	136	7	143

YEAR	A.B.	B.S.	B.M.E.	B.M.	B.L.	B.P.	M.A.	Total	Honorary Degrees	Total
1953	66	60	....	....	....	....	....	126	6	132
1954	70	35	1	....	....	....	....	106	5	111
1955	47	40	2	....	....	....	....	89	5	94
1956	60	45	....	....	....	....	....	105	4	109
1957	64	67	3	....	....	....	....	134	8	142
1958	83	79	4	....	....	....	....	166	7	173
1959	104	56	2	....	....	....	....	162	4	166
1960	111	73	1	....	....	....	....	185	5	190
1961	110	58	4	....	....	....	....	172	5	177
1962	144	69	4	....	....	....	....	217	9	226
1963	142	76	3	....	....	....	....	221	6	227
1964	176	83	6	....	....	....	....	265	7	272
1965	185	98	8	....	....	....	....	291	8	299
1966	163	127	3	....	....	....	....	293	6	299
1967	160	99	10	....	....	....	....	269	12	281
1968	177	157	4	....	....	....	....	338	3	341
1969	205	150	4	....	....	....	....	359	2	361
1970	195	153	6	....	....	....	....	354	2	356
1971	202	154	6	....	....	....	....	362	8	370
1972	208	138	8	....	....	....	....	354	11	365
1973	189	156	7	....	....	....	....	352	6	358
1974	170	163	6	....	....	....	....	339	4	343
Totals	4680	3250	92	7	9	11	16	8065	250	8315

Summary of Enrollment 1974-75

	Men	Women	Total
Seniors	116	188	304
Juniors	158	184	342
Sophomores	168	211	379
Freshmen	281	297	578
	723	880	1603
Summer Sessions	139	335	474
Part-time	32	43	75
Total Enrollment	894	1258	2152
Less Duplications	174	152	326
	720	1106	1826

Geographical Distribution

California	1
Connecticut	16
Delaware	8
Florida	7
Georgia	1
Illinois	1
Kentucky	1
Louisiana	1
Maine	1
Maryland	131
Massachusetts	13
Michigan	1
New Hampshire	2
New Jersey	270
New York	60
North Carolina	3
Ohio	26
Pennsylvania	522
Tennessee	1
Texas	1
Vermont	1
Virginia	23
West Virginia	719
Wisconsin	4
District of Columbia	1
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	1326

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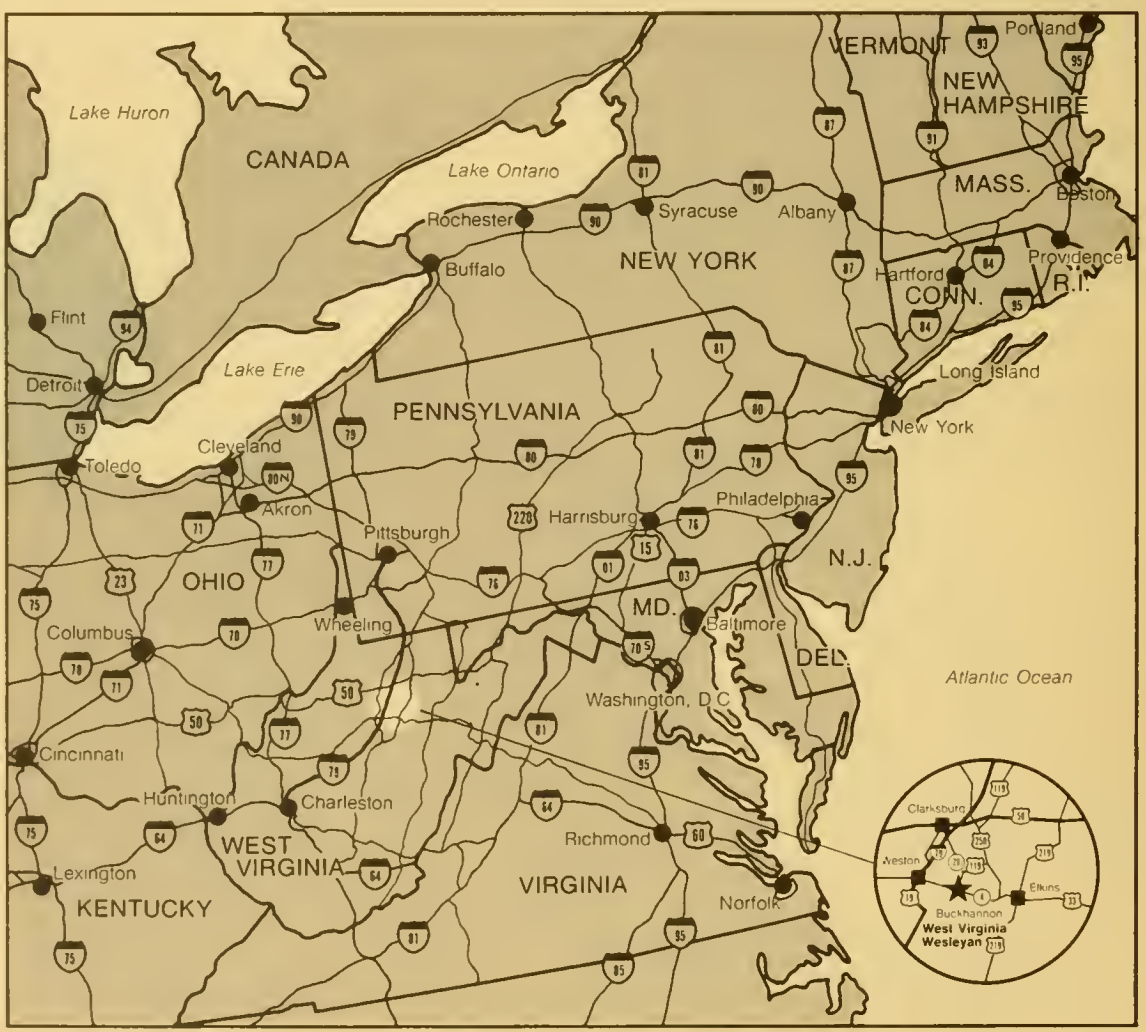
Where is West Virginia Wesleyan?

Welcome to Wesleyan! Prospective students and their families are encouraged to visit the campus. Those desiring an interview are urged to make an appointment in advance. All administrative offices are open Monday through Friday from 8:30 a.m. to 5:00 p.m. The Admissions Office is also open on Saturdays from 8:30 a.m. to 12:00.



West Virginia College

Buckhannon, West Virginia 26201

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